DOCUMENT RESUME

ED 357 290	CE 063 762
TITLE	Florida DVACE Federal Performance Report for Vocational Education. Fiscal Year 1991.
INSTITUTION	Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE	Dec 91
NOTE	133p.
AVAILABLE FROM	Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. AD 428 BK 92).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Career Development; Career Guidance; Community Education; Community Organizations; Consumer Education; Correctional Education; Curriculum Development; Disabilities; Displaced Homemakers; Economically Disadvantaged; Educationally Disadvantaged; *Federal Aid; Federal Legislation; Home Economics; Inservice Teacher Education; Limited English Speaking; Nontraditional Occupations; One Parent Family; Postsecondary Education; *Program Development; Retraining; Secondary Education; Sex Fairness; *Special Needs Students; Staff Development; *State Programs; Statewide Planning; Strategic Planning; Technology Education; *Vocational Education; Vocational Education Teachers
IDENTIFIERS	*Carl D Perkins Vocational Education Act 1984; *Florida

ABSTRACT

During Fiscal Year 1991, Florida's Division of Vocational, Adult, and Community Education (DVACE) provided programs, services, and activities funded under Titles II-A, II-B, IIIA, and IIIB of the Carl D. Perkins Vocational Education Act. DVACE expended funds for development of vocational education opportunities to meet needs of special populations. Increases were reported in enrollments in postsecondary/adult vocational programs of students with handicaps (34%), limited English speaking students (30%), disadvantaged students, adult students (26%), single parents/displaced homemakers, and students enrolled in nontraditional programs. Significant DVACE achievements in vocational education program improvement, innovation, and expansion included the following: implementation of the Florida Constructive Youth Program for economically disadvantaged youth; initiation of the Technology Education Lab/Southern Regional Education Board pilot programs; development of a Master Inservice Plan for Vocational Educators; technical assistance on integration of academic and vocational education; dissemination of a Strategic Plan for Vocational, Adult, and Community Education; and material development to implement the Blueprint for Career Preparation. Community-based organizations received assistance for development of programs, services, and activities to enhance participation of severely economically and educationally disadvantaged youth. Consumer and Homemaking Education received funds for instructional programs and services that benefited 125,944 students. (Appendixes include student enrollment table, descriptions of exemplary programs, and topic index. Contains 15 tables/graphs.) (YLB)

ED357290

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
L Meadows
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Florida
DVACE

Federal Performance Report for Vocational Education

Fiscal Year 1991

Produced
December 1991

Division of Vocational, Adult, and Community Education
Department of Education
Florida Education Center, Suite 1124
Tallahassee, Florida 32399-0400

CE 063 762

BEST COPY AVAILABLE

For additional copies, contact

Bureau of Career Development and Educational Improvement
Division of Vocational, Adult, and Community Education
Department of Education
Florida Education Center
Tallahassee, Florida 32399-0400
Toll Free 1-800-342-9271
(904) 488-0400 or Suncom 278-0400

TABLE OF CONTENTS

Page

EXECUTIVE SUMMARY v

INTRODUCTION 3

1.0 VOCATIONAL EDUCATION OPPORTUNITIES 5

- 1.1 Handicapped 5
  - Secondary 5
  - Postsecondary 9
- 1.2 Disadvantaged 14
  - Secondary 14
  - Postsecondary 17
- 1.3 Limited English Proficient (LEP) 23
  - Secondary 23
  - Postsecondary 25
- 1.4 Adults in Need of Training and Retraining 30
  - Formula Allocations 30
  - Industry Services 33
  - Department of Corrections 35
- 1.5 Single Parents and Homemakers 37
- 1.6 Nontraditional Programs (Sex Equity) 42
- 1.7 Criminal Offenders 45

2.0 VOCATIONAL EDUCATION PROGRAM IMPROVEMENT, INNOVATION, AND EXPANSION 49

- 2.1 New Vocational Programs 49
- 2.2 Expanded Vocational Programs 49
- 2.3 Vocational Programs Dropped 50

Contents (Continued)

Page

2.4 Assessment of Instruction 50

2.5 Career Guidance and Counseling 53

2.6 Curriculum Development 58

2.7 Equipment 64

2.8 Personnel Development 65

2.9 Program Improvement 70

2.10 Regional Coordinating Councils 81

2.11 Vocational Student Organizations 82

3.0 SPECIAL PROGRAMS 87

3.1 Community-Based Organizations (CBOs) 87

3.2 Consumer and Homemaking Achievements 91

APPENDIX A - Enrollment Table 97

APPENDIX B - Exemplary Vocational Education Programs 99

APPENDIX C - Index 123

Tables and Graphs

Page

Table 1 - Programs/Services Provided to Secondary Students With Handicaps Served With Carl D. Perkins Act Federal Vocational Funds, Fiscal Year 1990-91 6

Table 2 - Programs/Services Provided to Postsecondary Students With Handicaps Served With Carl D. Perkins Act Federal Vocational Funds, Fiscal Year 1990-91 10

Table 3 - Programs/Services Provided to Secondary Disadvantaged Students With Carl D. Perkins Act Federal Vocational Funds, Fiscal Year 1990-91 17

Table 4 - Programs/Services Provided to Disadvantaged Postsecondary/Adult Students With Carl D. Perkins Vocational Funds, Fiscal Year 1990-91 22

Table 5 - Services Provided to Secondary Limited English Proficient Students With Carl D. Perkins Act Federal Vocational Funds, Fiscal Year 1990-91 25

Table 6 - Services Provided to Postsecondary/Adult Limited English Proficient Students With Carl D. Perkins Act Federal Vocational Funds, Fiscal Year 1990-91 29

Table 7 - Programs/Services Provided to Adults (Including School Dropouts) With Carl D. Perkins Act Federal Vocational Funds, Fiscal Year 1990-91 32

Table 8 - Programs Provided to Adults (Incarcerated Individuals) With Carl D. Perkins Act Federal Vocational Funds, Fiscal Year 1990-91 36

Table 9 - Single Parents and Homemakers and Vocational Educators Served by Each Delivery System With Carl D. Perkins Act Federal Vocational Funds, Fiscal Year 1990-91 39

Table 10 - Programs/Services Provided by Each Delivery System to Students in Nontraditional Programs and Vocational Educators With Carl D. Perkins Act Federal Vocational Funds, Fiscal Year 1990-91 44

Table 11 - Programs Provided to Incarcerated Individuals With Carl D. Perkins Act Federal Vocational Funds, Fiscal Year 1990-91 46

Table 12 - Programs, Services, and Activities Provided by Community-Based Organizations to Students Served with Carl D. Perkins Act Federal Vocational Funds, Fiscal Year 1990-91 89

Tables and Graphs

Page

Graph 1 - Expenditure of Funds for Support Services to At-Risk Students - Secondary Disadvantaged (Excluding LEP) 14
Graph 2 - Expenditure of Funds for Support Services to At-Risk Students - Secondary LEP 23
Graph 3 - Expenditure of Funds for Support Services to At-Risk Students - Postsecondary LEP 26

EXECUTIVE SUMMARY

The Division of Vocational, Adult, and Community Education (DVACE) of the Department of Education (DOE) developed this Annual Federal Performance Report in compliance with the provisions of the Carl D. Perkins Vocational Education Act of 1984, Public Law 98-524.

Section 1.0 - Vocational Education Opportunities describes the achievements for expending funds for the development of programs, services, and activities that were designed to meet the special needs of the handicapped, disadvantaged, limited English proficient, adults in need of training and retraining, single parents of homemakers, individuals in programs designed to eliminate sex bias and stereotyping, and criminal offenders serving in correctional institutions.

In Fiscal Year 1990-91, the following increases were reported in enrollments of special populations over the previous year.

- The number of students with handicaps in mainstreamed postsecondary/adult programs increased from 3,870 to 5,202, a 34 percent increase over Fiscal Year 1989-90.
- The number of limited English speaking students in mainstreamed postsecondary/adult programs increased from 2,464 to 3,194, an increase of 30 percent.
- There was a significant increase in the number of disadvantaged students served in postsecondary/adult programs over the previous year's enrollment. The number increased from 18,856 to 51,868 students during Fiscal Year 1990-91.
- The number of adult students enrolled in postsecondary/adult vocational education programs increased from 22,008 to 27,670, an increase of 26 percent.
- The number of single parents/homemakers mainstreamed in postsecondary/adult programs increased from 5,601 to 5,872.
- The number of students enrolled in postsecondary/adult nontraditional programs increased from 2,067 to 2,100.

Section 2.0 - Vocational Education Program Improvement, Innovation, and Expansion describes achievements in improving programs, implementing new programs, and expanding programs. Priority for funding was given to development of new programs, expansion of existing programs, assessment of instruction, career guidance and counseling, curriculum development, equipment, personnel development, program improvement, regional coordinating councils, and vocational students organizations.

Significant achievements include the following:

- Implemented the Florida Constructive Youth Program for economically disadvantaged youths. This program enabled economically disadvantaged youths to learn basic skills and job construction skills which should lead to employment.
- Initiated Technology Education Lab/Southern Regional Education Board pilot programs that converted traditional Industrial Arts laboratories into modern Technology Education laboratories
- Developed a Master In-service Plan for Vocational Educators to provide in-service training for teachers
- Implemented seven new vocational education programs
- Expanded ten vocational education programs in 48 school districts and ten vocational education programs at 18 community colleges
- Developed and evaluated test items for 12 vocational programs for statewide use
- Expanded the implementation of CHOICES, a computer program designed to assist students in making informed career choices, to 35 sites and trained coordinators, counselors, and occupational specialists in its use
- Provided technical assistance on the integration of academic and vocational education to district-level and school-based personnel
- Increased the completion ratio to 87 percent (8 percent higher than previous year), for truck driver training program and maintained a 95 percent placement rate
- Implemented 5 pilot Autotronics Centers of Emphasis; 3 new Agricultural Education core programs; and increased the Centers of Automotive Emphasis (core programs) by 5

- Identified current vocational education teacher competencies for the purpose of developing specifications for a vocational teacher education curriculum

- Produced and disseminated a Strategic Plan for Vocational, Adult, and Community Education

- Created and disseminated various marketing software, print, and video-instructional materials, and instructional materials to implement the Blueprint for Career Preparation. The Blueprint is the state of Florida's plan for the implementation of academic and vocational programs to prepare citizens to enter the working world and continue their education beyond high school.

Section 3.0 - Special Programs

Community-Based Organizations received assistance for the development of programs, services, and activities which enhanced the participation of severely economically and educationally disadvantaged youths. Benefitting from this program were 734 students.

Consumer and Homemaking Education was granted funds for instructional programs, services, and activities that prepared youth and adults for homemaking and provided instruction in the areas of food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing and home management, and clothing and textiles. The number of students who benefitted from this program was 125,944.

The number of students served with federal vocational funds and descriptions of exemplary programs are in the Appendix.

FLORIDA'S FEDERAL PERFORMANCE REPORT

FISCAL YEAR 1991

INTRODUCTION

The mission of the Division of Vocational, Adult, and Community Education is to provide leadership and technical assistance to ensure educational accountability in support of Florida's public education system. That system employs instructional programs, projects, and services to improve student learning; to increase literacy skills and vocational competencies needed to enter and progress in the work force and postsecondary education; to enable students to compete in a global economy; and to exercise the rights and responsibilities of citizenship.

This Annual Federal Performance Report, which covers Fiscal Year 1990-91, was prepared to meet the requirements of the Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524. This report reflects direct achievements as a result of expending federal funds but does not include the state and local effort of the State of Florida. This document includes the accomplishment of programs, services, and activities that used federal funds under the following parts of the Act:

Title II-A Vocational Education Opportunities

The purpose of the funds used under this title was to provide vocational education programs, services, and activities to meet the special needs of (1) handicapped individuals, (2) disadvantaged individuals, (3) individuals limited in English proficiency, (4) adults who are in need of training and retraining, (5) individuals who are single parents or homemakers, (6) individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education, and (7) criminal offenders who are serving in correctional institutions.

Title II-B Vocational Program Improvement, Innovation, and Expansion

This part of the title allots funds to improve, develop, and expand vocational education programs attuned with the technology of the labor market. This section of the report includes information pertinent to new and expanded programs, assessment of instruction, career guidance and counseling, curriculum development, equipment, personnel development, program improvement, regional coordinating councils (RCCs), and vocational student organizations.

Title III A - Community-Based Organizations

Under Title III A, funds were expended to assist community-based organizations for the development of programs and services to expand the participation of severely economically and educationally disadvantaged and handicapped youth ages 16 through 21 inclusively.

Title III B - Consumer and Homemaking Education

Vocational education programs were offered under Title III B, to provide for (1) instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking, (2) instruction in the areas of food and nutrition, consumer education, family living and parenthood education, child development and guidance, home management (including resource management), and clothing and textiles.

The appendixes include the enrollment of students served with federal vocational funds, descriptions of exemplary vocational education programs, and an index of main topics contained in this report.

1.0 VOCATIONAL EDUCATION OPPORTUNITIES

1.1 Handicapped

Goal: Provide Diverse Programs To Meet The Needs of At-Risk Students

Descriptions of the achievements and results from expending federal funds for handicapped individuals are as follows.

Secondary Level

- Recruitment efforts, guidance and counseling activities, and vocational assessment programs increased access for students with handicaps to a variety of vocational education programs and related services. Students enrolled in career exploration and vocational job preparatory programs based on their individual needs and interests. Special services provided to students with handicaps increased their success in vocational education programs. Students developed specific job and related employability skills necessary for placement in employment. Transition and job placement assistance resulted in students with handicaps entering the work force and accessing support services as needed.

  Services and activities were designed to provide students with the special assistance they needed in learning about vocational education program offerings, making career related decisions, developing vocational and employability skills, networking with appropriate service agencies, and making a successful transition from school to work.

Table 1 displays the types of programs and services provided to secondary students with handicaps.

Table 1

Programs/Services Provided to Secondary Students With Handicaps
With Carl D. Perkins Act Federal Vocational Funds
Fiscal Year 1990-91

Types of Programs/Services	Number of Students	
	Mainstreamed	Separate
Aides	1,287	490
Guidance and Counseling	627	352
Job Placement	358	120
Transition from school to work	1,750	59
Vocational Assessment/Evaluation	308	768
Special Services*	7,325	1,803
TOTAL	11,655	3,592

* Special services projects may include two or more activities listed above as well as recruitment, information to students, networking with agencies, curriculum and instructional modifications, adaptive equipment, interpreters, notetakers, tutors, readers, and others.

Table 1 shows that the number of students with handicaps receiving services during Fiscal Year 1990-91 was 11,655 in mainstreamed vocational programs and 3,592 in separate programs. These figures support Florida's commitment to serving students with handicaps through programs designed to meet students' individual needs.

Achievements in providing equal access in special services to secondary students with handicaps are as follows.

(1) Recruitment

Special efforts were made to share information about vocational education opportunities with students and their parents or guardians and with exceptional student education and agency personnel who serve individuals with handicaps. Recruitment activities included the identification of students with handicaps and the dissemination of information about the availability of vocational education programs and special services to meet students' needs. Recruitment activities included school visits, brochures, videos, newsletters, job fairs, workshops, and other special events utilized to disseminate information about vocational education. The recruitment process also included dissemination of equal access policies. The sharing of information at local council on vocational education meetings also assisted in the recruitment and subsequent enrollment process.

(2) Enrollment

Support personnel provided special services such as counseling and assistance with program enrollment to enable students with handicaps to enter the vocational program of their choice. Support personnel also assisted by arranging for special services that were needed for students to succeed in vocational programs and subsequently make a successful transition from school to work.

(3) Placement Activities

Job placement specialists, vocational specialists, teachers, and agency representatives assisted in job development, job placement, and follow-up activities. Students received individual assistance throughout the process of locating and applying for jobs.

(4) Full Range of Programs

The full range of vocational programs was made available to students with handicaps. These programs included specific courses of study in all vocational program areas, cooperative education, work study, and apprenticeship programs. Students with handicaps were encouraged to explore nontraditional programs and efforts were made to ensure that bias and/or stereotyping were avoided in placement decisions.

(5) Least restrictive environment

Vocational programs, services, and activities were provided to students with handicaps in the least restrictive environment based on the needs of each student and documented in individual educational plans (IEPs). Many students with handicaps participated in training activities in community settings such as hotels, hospitals, and other business and industry.

(6) Coordination between special education and vocational education

Local councils on vocational education for students with handicaps included representatives from vocational education, exceptional student education, the Division of Vocational Rehabilitation, and other agencies serving individuals with handicaps. Councils met on a regular basis to coordinate planning for students with handicaps. Descriptions of services to be provided and signatures of agency representatives required in the Instructional Manual--Application for Federal Vocational Funds verified cooperative planning.

The responsibilities of the State Council on Vocational Education for Individuals with Handicaps included the following: (1) working to promote availability and accessibility of vocational programs and services to students with handicaps; and (2) promoting interagency and intra-agency communication at a statewide level. Statewide interagency activities such as the development and dissemination of technical assistance papers and the implementation of cooperative planning workshops were implemented to increase communication and collaboration across agencies serving individuals with handicaps and to assist district personnel in planning programs and services for students with handicaps.

(7) Assessment

Vocational assessment programs and activities, including vocational work evaluation and curriculum-based vocational assessment, were implemented. These programs and activities assessed the interests, abilities, aptitudes, learning styles, and special needs of students with handicaps relative to vocational training and employment. The assessment process was initiated prior to and continued throughout a student's vocational program. Assessment information was used in the counseling process to assist students in making career related decisions. Training for vocational assessment staff and ongoing technical assistance was provided to school districts.

(8) Transition from school to work

Many school districts implemented systems that included formal transition conferences and individual transition plans (ITPs). Transition efforts included improving communication among the agencies serving individuals with handicaps to plan and provide for those services necessary for students leaving school and entering the world of work. Transition specialists, job placement specialists, and vocational specialists assisted students and their parents or guardians in transition planning to make a successful transition from school to further training or work.

- Additional services provided to students with handicaps included special assistance provided by tutors, interpreters, notetakers, vocational specialists, job placement specialists, transition specialists, and others. The curriculum and instruction were modified to meet individual needs of students with handicaps enrolled in vocational job preparatory programs. Adaptive equipment was provided for students in order to assure their equal access to programs. Students and their families were also assisted in networking with appropriate service agencies.

Postsecondary Level

- Postsecondary students with handicaps participated in a variety of vocational job preparatory programs at area vocational technical centers, community colleges, and private non-profit agencies. Special services such as counseling, tutoring, adaptive equipment, and networking with agencies were provided to enable students with handicaps to succeed in vocational education and make a successful transition from school to work.

  Vocational specialists, disabled student services specialists, and other personnel coordinated services and interagency support for students with handicaps throughout the continuum of recruitment, enrollment, participation in vocational job preparatory programs, and transition to work.

Table 2 displays the types of programs and services provided to postsecondary students with handicaps.

Table 2

Programs/Services Provided to Postsecondary Students With Handicaps With Carl D. Perkins Act Federal Vocational Funds Fiscal Year 1990-91

Types of Programs/Services	Number of Students	
	Mainstreamed	Separate
Adapted Equipment	6	
Aides	115	
Job Placement	120	
Transportation		9
Vocational Assessment/Evaluation	200	329
Special Services *	4,761	555
TOTAL	5,202	893

* Special services projects may include two or more activities listed above as well as recruitment, information to students, networking with agencies, guidance and counseling, curriculum and instructional modifications, interpreters, notetakers, tutors, readers, transition and job placement services, and others.

Table 2 shows that the number of students with handicaps receiving services in Fiscal Year 1990-91 was 5,202 in mainstreamed vocational programs and 893 in separate programs. These figures support Florida's commitment to serving students with handicaps through programs designed to meet individual students' needs.

Achievements in providing equal access in special services to postsecondary students with handicaps are described below.

(1) Recruitment

(Same as secondary level recruitment activities reported on page 4.) Special efforts were made to share information about vocational education opportunities with students and their parents or guardians and with exceptional student education and agency personnel who serve individuals with handicaps. Recruitment activities included the identification of students with handicaps and the dissemination of information about the availability of vocational education programs and special services to meet students' needs. Recruitment activities such as brochures, videos, newsletters, job fairs, workshops, and other special events were utilized to disseminate information about vocational education. The recruitment process included dissemination of equal access policies. The sharing of information at local council on vocational education meetings also assisted in the recruitment and subsequent enrollment process.

(2) Enrollment

(Same as secondary level enrollment activities reported on page 5.) Support personnel provided special services such as counseling and assistance with program enrollment to enable students with handicaps to enter the vocational program of their choice. Support personnel also assisted by arranging for special services that were needed for students to succeed in vocational programs and subsequently make a successful transition from school to work.

(3) Placement Activities

Job placement specialists, vocational specialists, teachers, and agency representatives assisted in job development and placement. Students received assistance throughout the process of locating and applying for jobs.

(4) Full Range of Programs

(Same as secondary level activities reported on page 5.) The full range of vocational programs was made available to students with handicaps. These programs included specific courses of study in all vocational program areas, cooperative education, work study, and apprenticeship programs. Students with handicaps were encouraged to explore nontraditional programs, and efforts were made to ensure that bias and/or stereotyping were avoided in placement decisions.

(5) Least restrictive environment

Vocational programs, services, and activities were provided to students with handicaps in the least restrictive environment based on the needs of each student. Some postsecondary programs used modified individual educational plans (IEPs) or career plans for program planning and to document student progress.

(6) Coordination between special education and vocational education

Local interagency councils with representatives from vocational education, exceptional student education, the Division of Vocational Rehabilitation, and other agencies serving individuals with handicaps met to plan and coordinate programs and services for students with handicaps. The narratives and signatures of agency representatives required in the Instructional Manual--Application for Federal Vocational Funds verified cooperative planning. Descriptions of services to be provided by agencies were also required on the application.

(7) Assessment

Students' interests, abilities, aptitudes, learning styles, and special needs were assessed relative to vocational education so that students with handicaps would be able to make informed career and training choices. Vocational assessment programs and activities, including vocational work evaluation and curriculum-based vocational assessment, were implemented. The assessment process was initiated prior to and continued throughout a student's vocational program. Training for vocational assessment staff and ongoing technical assistance was provided to school districts and community colleges.

(8) Transition from school to work

Transition efforts included improving communication among the agencies serving individuals with handicaps in order to plan and provide for those services necessary for students leaving school and entering the world of work. Transition specialists, job placement specialists, and disabled student services coordinators, and vocational specialists assisted students in transition planning in order to make a successful transition from school to work.

- Achievements in coordinating with Vocational Rehabilitation and other programs

  Local interagency councils with representatives from vocational education, exceptional student education, the Division of Vocational Rehabilitation, and other agencies met to plan and coordinate programs and services for students with handicaps. The narratives and signatures of agency representatives required in the Instructional Manual--Application for Federal Vocational Funds verified cooperative planning. Descriptions of services to be provided by agencies were also required on the application.

- Support personnel such as interpreters, tutors, notetakers, and readers provided additional services that enabled students with handicaps to succeed in their programs. Vocational specialists and disabled student services coordinators assisted in modification of curriculum and instruction, networking with agencies, and transition/job placement. Job placement and transition specialists assisted students in entering the work force and accessing support services as needed.

1.2 Disadvantaged (Excluding LEP)

Goal: Provide Diverse Programs to Meet the Needs of At-Risk Students

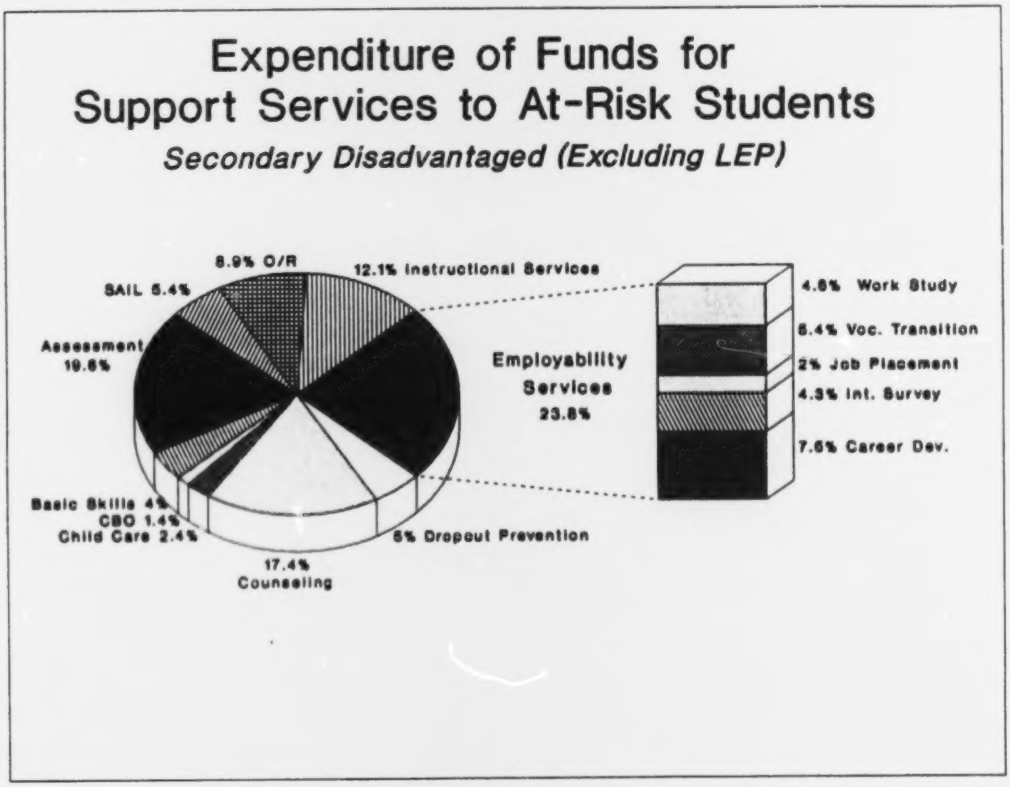
Descriptions of the achievements and results from expending federal funds for disadvantaged individuals are as follows.

Secondary Level

Local educational agencies (LEAs) receiving Carl D. Perkins Vocational funds continued to provide a wide range of support services to at-risk students. These services included assessment, specialized instructional support, counseling, and transitional services.

Graph 1 shows the percent of federal funds spent for support services.

Graph 1



O/R - Outreach/Recruitment
SAIL - System for Applied Individualized Learning
CBO - Community-Based Organization
Int. Survey - Interest Survey

The following statements describe the extent to which the state met its goal in serving secondary disadvantaged students.

(1) Recruitment

Three districts used outreach recruiters to retrieve former students and enroll them in vocational education programs. Two thousand six hundred sixty-two students were identified, recruited, counseled, assessed, and placed in vocational programs.

(2) Placement Activities

Job placement was provided to 442 students in Dade and Leon counties.

(3) Full Range of Programs

Dropout prevention was provided in 3 counties. As a result, 1,129 students identified as probable school leavers remained in school.

Palm Beach School District's Southern Regional Education Board (SREB) Pilot Site identified 208 students as economically disadvantaged. Of these 208 students, 31 withdrew and 177 were in attendance at the end of the year. Seventy percent of these students are continuing their vocational education programs.

Tutoring, instructional support, and teacher assistance were provided to 4,852 students. This included basic skill instruction and remediation necessary for students to successfully complete their chosen vocational education programs.

In Brevard County School District, 85 percent of the disadvantaged students in the fall semester and 96 percent in the spring semester attained minimum course standards or above. This represented a 92 percent passing average for Fiscal Year 1990-91.

Work evaluation was provided for 625 students in Broward and Clay County School Districts. Students were assessed using standardized tests and hands-on experiences to help them select a vocational job preparatory program consistent with their aptitudes and interests. These students then entered their chosen vocational job preparatory program.

Work study was provided to 739 students in 7 counties. This program was for economically disadvantaged students enrolled in vocational job preparatory programs. Work experiences were closely related to their vocational education programs. Students earned money while improving their chances of successfully completing the program. They also gained self-esteem.

Child care was provided for the dependent children of 544 Dade County vocational students. This service helped to eliminate the major problem identified by disadvantaged female students for continuing their education.

(4) Assessment

Six school districts provided assessment for 4,409 students. Assessment covered aptitude, intelligence, and interest testing as well as work evaluation to assist students in the selection of vocational choices. These students were placed in appropriate programs based on results of their evaluation.

In Alachua County School District, 85 percent of the 16 students assessed showed improvements in employability skills.

- Additional/supplemental services were provided in Polk County School District. A computer assisted program was designed and developed for disadvantaged students which focused on improving reading and mathematics skills.

Programs and services provided to secondary disadvantaged students and the number of students served are displayed in the following table.

Table 3

Programs/Services Provided to Secondary Disadvantaged Students
With Carl D. Perkins Act Federal Vocational Funds
Fiscal Year 1990-91

Types of Programs/Services	Number of Students	
	Mainstreamed	Separate
Basic Skills/Remediation	1,670	276
Career Counseling	1,029	24
Child Care	544	
Dropout Retention	1,056	73
Guidance and Counseling	3,879	16
Job Development	17	
Job Placement	442	
Outreach/Recruitment	2,662	
Transition from school to work	1,221	
Transportation	470	70
Tutors	2,734	
Vocational Assessment/Evaluation	5,034	
Work Study	633	106
TOTAL	21,391	565

Postsecondary Level

Local education agencies (LEAs) receiving Carl D. Perkins Vocational funds offered a variety of programs and services for postsecondary disadvantaged students throughout the state.

Achievements in providing equal access in special services to postsecondary disadvantaged students are described below.

(1) Recruitment

Four school districts and four community colleges used outreach recruiters to retrieve former students and enroll them in vocational education programs. Two thousand one hundred twenty-four students were identified, recruited, counseled, assessed, and placed in vocational education programs.

North Florida Junior College recruited 300 disadvantaged students into vocational education programs. At the end of the year, 280 of these students were still enrolled in vocational education programs.

Valencia Community College recruited 59 students into various vocational programs. This was accomplished by the outreach recruiter's involvement and participation in Career Day activities, local church programs, junior and senior high schools, GED Centers, Career Decision Days, and Parent Orientations. The outreach recruiter coordinated the Job Training Partnership Act (JTPA) Summer Youth Program which had 42 participants. Thirty-six of these students completed the program, 32 will enroll in college, and 26 will continue vocational education training at Valencia Community College.

(2) Enrollment

Placement was provided at Florida Keys Community College and Hillsborough Community College for 134 students. After being assessed, these students were placed in appropriate vocational education programs.

(3) Placement Activities

Hillsborough Community College placed 45 disadvantaged students in paid employment positions after they completed vocational training.

(4) Full Range of Programs

Instructional Resource Specialists (IRSs) worked with 2,580 students in four school districts. The IRSs' primary task was to assist identified probable dropouts in improving mathematics and reading skills to enable them to successfully compete with regular students in the various vocational programs. IRSs tutored students and assisted in the development/adaptation of specialized materials needed by these students.

Tutoring, instructional support, and teacher assistance were provided to 46,096 students. This included 44,428 students remediated by the System for Applied Individualized Learning (SAIL) labs. The students were given instruction in basic skills and remediation necessary for them to successfully complete their chosen vocational education program.

The New Initiative Program (NIP) at St. Petersburg Junior College tutored 42 disadvantaged students. Thirty-three students (79 percent) passed the course for which tutoring was provided while only 9 students (21 percent) failed or withdrew from the course.

Eighty-three students that were tutored at Daytona Beach Community College received their Associate of Science (A.S.) degrees and/or certificates at the Spring graduation ceremony.

Thirty-five of the 44 vocational students tutored at Lake City Community College made passing grades in their vocational job preparatory courses.

Seventy-two percent of the 224 students tutored at Tallahassee Community College successfully completed their course.

Work evaluation was provided for 1,060 students in Broward County School District and at South Florida Community College. The students were assessed using standardized tests and hands-on experiences to help them select a vocational job preparatory program consistent with their aptitudes and interests. These students then entered their chosen vocational education program.

Work study was provided to 1,217 students in four counties. This program was for economically disadvantaged students enrolled in vocational job preparatory programs. Work experiences were closely related to skills being taught in the vocational education program. Students earned money while improving their chances of successfully completing the program. They also increased their self-esteem.

(5) Assessment

One school district provided assessment for 474 students. Assessment included aptitude, intelligence, and interest testing as well as work evaluation for students who did not have a clear vocational goal and needed professional help in order to make informed career decisions. These students were placed in appropriate programs after receiving test results.

- The separate vocational education program provided for postsecondary/adult disadvantaged (excluding LEP) students is described as follows.

  The System for Applied Individualized Learning (SAIL) is a basic skills remediation program offered at all area vocational-technical centers and at community colleges designated as area vocational-technical centers. SAIL also offers instruction in complementary and employability skills.

  The majority of federal funds for postsecondary disadvantaged students (78 percent) were spent for the operation of SAIL.

The extent of student achievements in SAIL was as follows.

- Palm Beach Community College students showed average gains ranging from 2.10 to 2.80 grade levels bringing 87 percent of the 135 students to above the minimum basic skill levels in reading, English, and/or mathematics.
- Polk Community College data showed that 80 percent of the 427 students successfully completed their prescription modules, enabling them to continue their course work. One hundred percent of their Criminal Justice Program students who completed prescriptions through SAIL completed their program.
- Ninety-three percent of the 353 vocational students enrolled in SAIL at Seminole Community College achieved the competencies required for success in their vocational programs.
- Seventy-six percent of the students enrolled in SAIL at Daytona Beach Community College received a letter grade of "C" or better in their first nursing course. One hundred ten students exited the SAIL program by completing their prescriptions and post-testing with an average grade level gain of 1.6. Sixty-one students served by the SAIL program received Associate of Science (A.S.) degrees and/or certificates at the Spring graduation ceremony.
- Ninety-one of the 138 SAIL students at Edison Community College demonstrated improvement in academic success as evidenced by maintaining a grade point average (GPA) of 2.0 or above, scoring 85 percent or better on prescription modules, or improving test scores of one grade level or better on the post-test.

- SAIL students at Lake City Community College showed average grade level gains of .79 in reading, 2.11 in mathematics, and 3.09 in language.

- At Indian River Community College, 66 students were enrolled in SAIL. Of these students, 52 completed their vocational education program, 13 are continuing their study, and 1 withdrew.

- Two hundred sixty students at George Stone Vocational Center achieved the state's minimum requirements in basic skills as measured by the Test of Adult Basic Education (TABE). This constituted 83 percent of the students who completed their prescribed program.

- In Polk County School District, 90 percent of the students enrolled in SAIL gained at least two grade levels in reading, 85 percent gained two grade levels in mathematics, and 88 percent gained at least two grade levels in language.

- In Okaloosa County School District, 239 students enrolled in SAIL. One hundred seventy-four attained appropriate grade level increases with an average gain of 4.25 years.

Additional/supplemental services which were provided for postsecondary disadvantaged students are described below.

- Child care was provided for the dependent children of 22 students at Polk Community College. This provision of child care enabled students with dependent children to attend school.

- Palm Beach Community College funded child care expenses for 12 students who could not afford child care fees. If funds had not been available, 8 of these students would not have been able to attend school. Continued child care funding enabled 4 of these students to re-enroll after completing 1 course.

Programs and services provided to disadvantaged postsecondary/adult students are displayed in Table 4.

Table 4

Programs/Services Provided to Disadvantaged Postsecondary/Adult Students With Carl D. Perkins Act Federal Vocational Funds Fiscal Year 1990-91

Types of Programs/Services	Number of Students	
	Mainstreamed	Separate
Apprenticeship Training	360	
Basic Skills/Remediation	39,285	5,070
Child Care	450	107
Dropout Retention	350	
Guidance and Counseling	1,466	431
Instructional Materials - Adaption/Development/Acquisition	2,230	
Job Placement	45	
Outreach/Recruitment	2,124	
Transition from school to work	95	
Transportation	15,682	107
Tutors	1,518	138
Vocational Assessment/Evaluation	1,534	
Work Study	600	27
TOTAL	65,739	5,880

1.3 Limited English Proficient (LEP)

Goal: **Provide Diverse Programs to Meet the Needs of At-Risk Students**

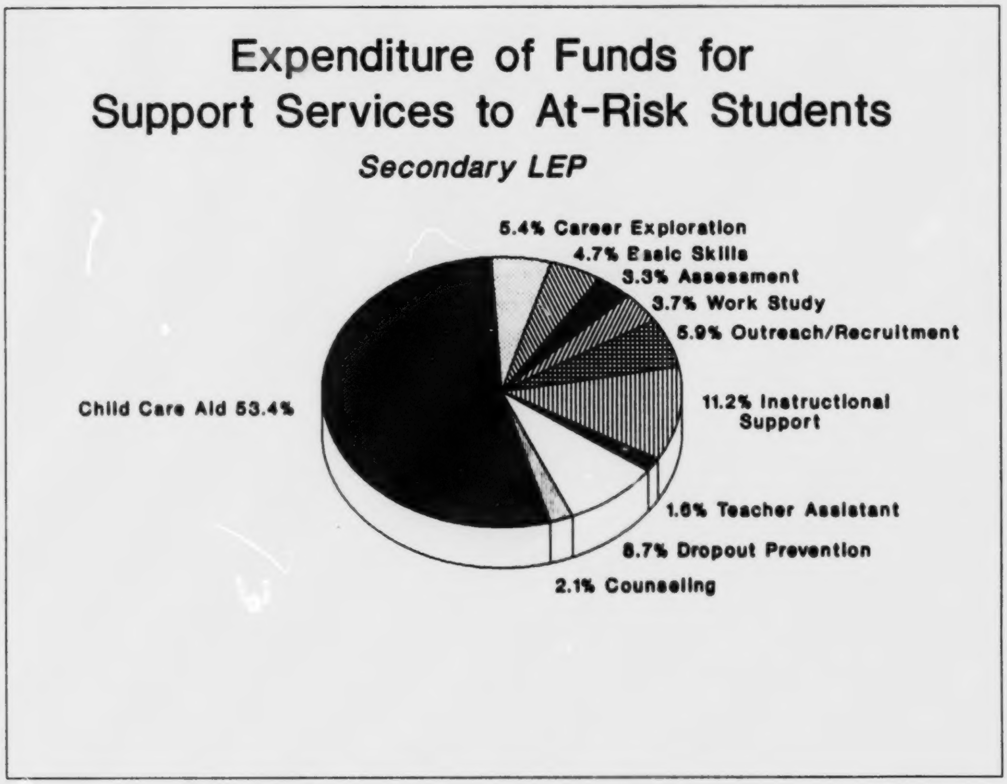
Descriptions of the achievements and results from expending federal funds for limited English proficient individuals are as follows.

Secondary Level

Achievements in serving secondary limited English proficient students in terms of improved access and services that contributed to success in the program are stated below.

- Thirteen school districts and 1 community college used a portion of their allocation to provide services for 429 LEP students. Graph 2 displays the percent of federal vocational funds spent for various supportive services provided to secondary LEP students.

Graph 2



The following statements describe the extent to which the state met its goal for serving limited English proficient students in secondary programs.

(1) Recruitment

Putnam County School District funded an outreach recruiter. The outreach recruiter was responsible for 25 LEP students returning to school to prepare for employment.

Osceola County School District's outreach recruiter worked with 37 students to prevent them from dropping out of school.

(2) Placement Activities

Placement activities were provided for students in the work study program in the DeSota County School District.

(3) Full Range of Programs

Desota County School District provided a work study program for nine LEP students. This allowed students to gain experiences in a field that correlated with their interests and provided them a source of income while training. This program also gave students a feeling of self-esteem and worth.

Brevard, Gilchrist, Hardee, Hendry, and Lake County School Districts provided basic skills instruction and instructional support to 75 LEP students. Students gained skills needed to survive through enrollment in vocational programs of their choices. These students also improved their knowledge of the English language.

(4) Assessment

Martin and St. Lucie County School Districts provided assessment to 14 LEP students.

Separate vocational education programs provided for secondary LEP students included work study, career exploration, and career guidance and counseling. These programs allowed students to explore several vocations before choosing a specific vocational education program.

Additional/supplemental services provided secondary LEP students are as follows.

- Aides served as tutors, assisting LEP students in learning the English language and basic skills necessary to achieve their goals.
- Child care was provided for dependent children of LEP students, enabling them to be mainstreamed into regular classes.

Displayed in Table 5 are the types of programs/services provided to secondary limited English proficient students and the number of students served.

Table 5

Services Provided to Secondary Limited English Proficient Students
With Carl D. Perkins Act Federal Vocational Funds
Fiscal Year 1990-91

Types of Programs/Services	Number of Students	
	Mainstreamed	Separate
Basic Skills/Remediation	22	
Career Counseling	23	
Child Care	228	
Dropout Retention	37	
Guidance and Counseling	7	2
Outreach/Recruitment	25	
Tutors	55	
Vocational Assessment/Evaluation	14	
Work Study	9	7
TOTAL	420	9

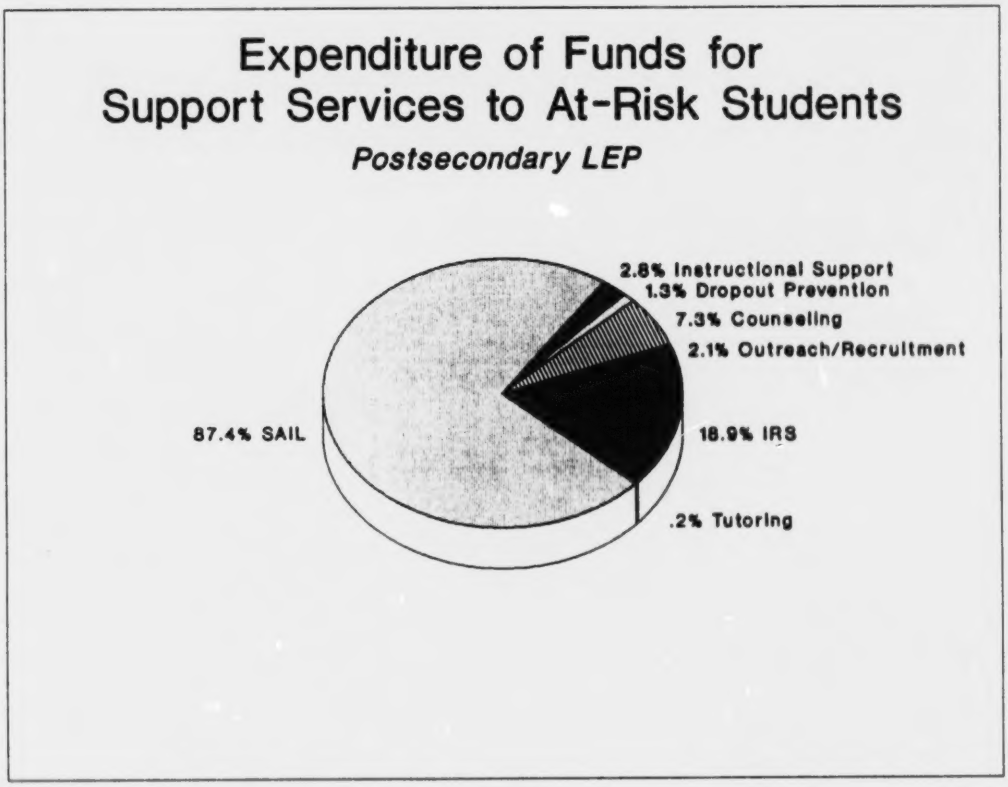
Postsecondary Level

Twelve school districts, 13 community colleges, and 1 Indian tribe served 3,669 postsecondary LEP students in a variety of programs. The following example typifies the type of service provided for limited English speaking students.

Hillsborough County/Brewster Technical Center and Santa Fe Community College provided LEP vocational education programs where LEP students were remediated in basic skills. Using the Bilingual Vocational Training (BVT) model, instructors taught Vocational English for Speakers of Other Languages (VESOL) to these students and mainstreamed them at a faster pace.

The following graph displays the extent to which federal vocational funds were spent for various supportive services provided to postsecondary LEP students.

Graph 3



SAIL - System for Applied Individualized Learning
IRS - Instructional Resource Specialist

Achievements in providing equal access to postsecondary LEP students are as follows.

(1) Recruitment

Hillsborough and Pinellas County School Districts and Miami-Dade Community College served 76 LEP students through their outreach recruitment programs.

Broward County School District recruited 614 LEP students, an increase of 94 over Fiscal Year 1990.

(2) Full Range of Programs

The System for Applied Individualized Learning (SAIL) served 2,472 LEP students at laboratories in 7 school districts and 10 community colleges. This program provided basic skills remediation to vocational students.

Aides provided instructional support and tutoring to 112 LEP students in four school districts and three community colleges. Aides assisted LEP students with their command of the English language and freed teachers to concentrate on teaching course content.

Two hundred twenty-eight limited English proficient students received assistance from paraprofessionals in Broward County School District. This is an increase of 58 percent over Fiscal Year 1989-90 which showed a total of 144 LEP students served.

Instructional Resource Specialists (IRSs) worked with 692 LEP students in Dade, Hillsborough, and Suwannee counties. The IRSs' primary task was to assist identified probable dropouts in improving mathematic and reading skills to the extent they could successfully compete with regular students in the various vocational education programs. IRSs tutored students and assisted in the development/adaptation of specialized materials needed by those students.

Osceola county worked with 46 LEP students in their dropout prevention program.

(3) Assessment

Assessment was provided to every LEP student who enrolled in a SAIL laboratory.

Santa Fe Community College identified, assessed, and placed 111 limited English proficient students in an English language vocational support program. The students were from 28 countries and were enrolled in 31 different vocational education programs. Sixty-seven percent were female. The students completed 7,298 contact hours of VESOL.

Assessment was provided to 84 percent of the 614 LEP vocational students in Broward County School District.

A description of the separate vocational education programs provided for postsecondary LEP students is as follows.

The System for Applied Individualized Learning (SAIL) has 87 laboratories located at area vocational-technical centers and community colleges designated as area vocational-technical centers. SAIL provides assessment and remediation in basic skills and assistance in complementary and employability skills to all disadvantaged students including those with limited English proficiencies.

Following are additional/supplemental services which were provided to postsecondary LEP students.

- Tutors were provided in the SAIL laboratories and as instructional support in four school districts and two community colleges.
- The ten limited English proficiency vocational students at Lake City Community College passed their vocational job preparatory courses.
- Thirty-three limited English proficient students at Miami Dade Community College attended tutorial sessions and increased their grades as evidenced by test scores.
- VESOL instruction was provided to 589 LEP vocational students in Broward County, a 30 percent increase over Fiscal Year 1989-90 which showed a total of 453 LEP students served.
- Hillsborough County's VESOL Specialist actively promoted the LEP program in the community. Community awareness efforts included radio appearances and speeches to community groups.
- The Hillsborough County School District's LEP program identified barriers to education for LEP students. A result of this process was the elimination of the Test of Adult Basic Education (TABE). This test was replaced with the Basic English Skills Test (BEST). Personal interview was also utilized as a screening tool to relieve the LEP student's anxiety prior to testing. After testing, LEP students were enrolled in vocational education programs and the VESOL class was utilized as a support device to ensure success in training.

Table 6 displays the types of services provided to postsecondary/adult limited English proficient students.

Table 6

Services Provided to Postsecondary/Adult Limited English Proficient Students With Carl D. Perkins Act Federal Vocational Funds Fiscal Year 1990-91

Types of Programs/Services	Number of Students	
	Mainstreamed	Separate
Basic Skills/Remediation	2,198	274
Dropout Retention	46	
Guidance and Counseling	809	152
Outreach/Recruitment	690	
Tutors	63	49
TOTAL	3,806	475

1.4 Adults in Need of Training and Retraining

Goal: Prepare Students for a Competitive World Marketplace

Descriptions of the achievements and results from expending federal funds for adults in need of training and retraining are as follows.

Formula Allocations

Vocational training, retraining, and/or advanced training was provided to adults in community colleges and school districts. These activities were administered under the educational program services areas of Agriculture and Natural Resources, Business, Health Occupations, Home Economics, Industrial, Marketing, and Public Service Education.

The purchase of state-of-the-art equipment, materials, tools, books, and supplies permitted adult students to receive modern instruction in preparation for today's workplace. Upon completion of the program, some of the adults received placement assistance from placement coordinators and job developers whose salaries were from federal funds.

In the area of Agriculture and Natural Resources Education, adults received training and retraining in golf course management and ornamental horticulture programs.

The program area of Business Education served students in the secondary and postsecondary/adult settings. The programs improved were accounting, bookkeeping, business administration and management, business computer operation, clerical, computer programming and analysis, court reporting, data/information processing, junior secretary, office systems technology, and word processing.

In the area of Health Occupations Education, students enrolled in dental assisting, dental hygiene, emergency medical technology (EMT), health sciences, health services management, home health aide, nursing, pharmacy assisting, paramedic, practical nursing, nursing assistant, radiology, and respiratory therapy.

Home Economics Education provided training and retraining for adults in child care and management services, child care aide, child guidance, food management production and services for the handicapped, and interior design technology.

Students enrolled in Industrial Education programs received training or retraining in air conditioning, refrigeration and heating technology; architectural drafting; automotive technology; commercial foods and culinary arts; commercial and residential electric wiring; cosmetology; electronics engineering; graphics design; mechanical drafting; precision machining; and welding.

Supplemental training was provided and tailored to the needs of students and the local job market as a response to the wishes of local industry.

In the area of Marketing Education, students enrolled in training and retraining programs that prepared them for entry level positions or advanced careers in the tourist industry. Students enrolled in food management/production and services, commercial and culinary arts, and hotel/motel operation and management.

Federal funds allocated to the Public Service Education program area provided training and retraining for students in correctional officer training, firefighting, interpreter training, law enforcement, legal assisting, and wastewater treatment plant operation. Funds were also provided for training or retraining in environmental science technology to address the rising concerns of statewide environmental issues.

Federal funds were expended for vocational job preparatory programs for items such as tools and equipment, materials, supplies, support services and activities including job search assistance, job development, financial and personal counseling, basic skills instruction, and placement services. As a result of these funds, adults were able to capitalize on the training and retraining necessary to prepare them for the competitive job market.

Efforts were made to insure that each student received the most up-to-date instruction and supervision. Students received practical hands-on experiences using state-of-the-art equipment. Course instruction was developed based upon standards prescribed by business and industry. Students' successes were measured or evaluated against competencies that business and industry stated were necessary for effective employees.

These funds also allowed for the implementation of programs to meet unique employment needs. Supplemental training and/or customized supplemental training was offered for specific companies. Some adults took advantage of programs that prepared them for cross training which contributed to a higher level of skill equitable to the changing technology. In the area of Public Service Education, environmental science technology prepared students for the current and future work force as the state and nation becomes more environmentally conscious. Marketing Education furnished training for the growing tourist industry and the growth of jobs in hotel/motel operation and management.

In some cases, students were provided with assessment, support services, and other techniques to assist them with successful program completion and job placement. They received remediation in basic skills and training in good work habits. Dependent children of disadvantaged school dropouts were provided with child care services while their parents attended school. Instructional materials were adapted, developed, or acquired for students needing specialized materials. Flexible scheduling was arranged for students currently employed. Employability skills training, job counseling, and job placement were also provided.

These federal funds have helped establish, and in some cases, strengthen the partnership between education and business and industry. Most importantly, these funds assisted in bringing together employers needing competent employees and adults needing a job or wanting career advancement.

Table 7 displays the types of programs and services provided to adults (including school dropouts.)

Table 7

Programs/Services Provided to Adults (Including School Dropouts)
With Carl D. Perkins Act Federal Vocational Funds
Fiscal Year 1990-91

Types of Programs/Services	Number of Adults (Including School Dropouts)	
	Adult	Other*
Basic Skills/Remediation	337	135
Career Counseling	133	
Child Care	48	
Employability Skills	25	
Technology Support (Equipment)	15,969	1,273
Equity Awareness	3,223	
Guidance and Counseling	239	
Job Development	151	
Job Placement	457	51
On-the-Job Training	127	
Outreach/Recruitment	3,223	
Personnel Development	195	
Promotional Materials	117	39
Transportation	3	
Tuition/Fees	3	
Vocational Assessment/Evaluation	214	
TOTAL	24,464	1,498

*Adult students who are completing secondary education

Industry Services

- The Industry Services Training Program (ISTP), Division of Vocational, Adult, and Community Education, enhances economic growth and employment opportunities throughout the state by linking industry and education.

  ISTP, in cooperation with a local education agency, provides Florida communities with a competitive edge in attracting new industry and retaining expanding industry by providing quick-start, customized work force training.

  Specialists analyze the firm's production and employment needs, establish a training time frame, and develop and implement the training. A program is put in place at a school facility--either area vocational center or community college--or at a plant site to deliver the type of training needed by the firm.

  In Fiscal Year 1990-91, Industry Services provided Floridians with a 29-to-1 return on each dollar spent.

The following list shows the occupational category for which training was provided and the number of students served.

Occupational Category	Students Served
Financial	651
Automotive	364
Food Processing	169
Electronics	139
Printing	89
Manufacturing	48
TOTAL	1,460

Coordination With Job Training Partnership Act (JTPA) and the Private Sector

- The Job Training Partnership Act (JTPA) through the local Private Industry Councils (PICs) was used extensively with Industry Services Training Program training projects. Twenty-two of 28 training projects used the services of JTPA/PICs. This resulted in 2,842 individuals in 11 counties receiving training services through these collaborative activities.

Listed below are Industry Services Training Program projects coordinated with JTPA and the private sector by county.

Broward County

Aero Precision Overaul Company
American Transtech, Division of A&T
Circuit City

Dade County

Sun Tech Castings

Duval County

American Express
Maxwell House
Merrill Lynch

Hillsborough County

The Signature Group
Lebhar-Friedman
Rymer Chicken, Inc.

Leon County

General Dynamics/Tadiran

Madison County

Real Wood, Inc.

Marion County

Glasscon Manufacturing

Pinellas County

School Book Fairs

Santa Rosa County

Mold-Ex Rubber Company

Seminole County

Florida Extruders

Volusia County

B & P Duplicating
Construction Contractors Consortium
Florida Production Engineering
R.R. Donnely & Sons
National Aerospace
Graduate Plastics

Department of Corrections

Achievements in serving incarcerated individuals who needed training or retraining are described below.

- A total of 1,706 inmates/students were served in 9 state correctional institutions through programs receiving funds from the Carl D. Perkins Vocational Education Act. Seven hundred fifty-five (44 percent) completed the program in which they were enrolled or exited the program with marketable skills in the area for which training was provided.

- All vocational education programs provided for incarcerated adults were vocational job preparatory programs. Remediation of basic skills in mathematics and reading was an integral part of each program for those participants in need, per each curriculum framework requisite.

Table 8 depicts the types of programs provided to incarcerated individuals, and identifies the number of programs funded and inmates served.

Table 8

Programs Provided to Adults (Incarcerated Individuals)
With Carl D. Perkins Act Federal Vocational Funds
Fiscal Year 1990-91

Types of		Number of	
Program Service Areas	Program Areas	Programs Funded	Inmates Served
Agribusiness & Natural Resources Education	Ornamental Horticulture	1	81
Public Service Education	Water Treatment Plant Operator	1	40
Business Education	Computer Operations	4	268
Industrial Education	Automotive Mechanic	3	165
	A/C, Refrigeration & Heating	1	60
	Basic Auto. Body	1	54
	Basic Cabinet Making & Millwork	3	191
	Basic Welding	2	90
	Brick & Block Laying	1	42
	Building Maintenance	1	66
	Commercial Foods and Culinary Arts	1	39
	Consumer Electronic Repair	2	117
	General Drafting	2	166
	Printing and Graphic Arts	1	36
	Residential Electric Wiring	1	52
	Residential Plumbing	2	138
	Residential Carpentry	2	101
TOTAL		29	1,706

1.5 Single Parents and Homemakers

Goal: Provide Diverse Programs to Meet the Needs of At-Risk Students

The description of achievements and results from expending federal funds for single parents and homemakers follows.

> The purpose of the single parents and homemakers program is to direct students into training programs that prepare them to enter occupations earning a high-wage. Six thousand four hundred fifty-five single parents and homemakers enrolled in vocational job preparatory training. Eighty-four percent of those students have custody of one or more minor children. With help provided by single parent and homemaker programs, the participants gained necessary skills to become economically self-sufficient. A comparison of the circumstances surrounding the students upon entering the program and the opportunities that became available to them upon completion supports the benefit of this program. The fact that 84 percent of the students enrolled had an income level of less than $5,000 upon entering training demonstrates the enormous benefit to the students who completed and will complete the program.

Services that contributed to successful single parents and homemakers programs are described below:

- Personnel Services

  The project coordinator was the most important resource person for single parents and homemakers. The foundation of a successful program was trained and dedicated personnel. Staff assisted with assessment and developed the Individualized Career Plan (ICP). The project coordinator worked with internal and external agencies to insure an effective referral network that benefitted the student. Problem-solving skills and identification of service providers and resources by the project coordinator were very important to a successful program.

- Assessment

  Assessment provided personnel with insight into the students' eligibility, needs, abilities, and occupational interests. School personnel, trained to administer and evaluate assessments, provided the project coordinator with the needed information to develop a comprehensive ICP for each single parent or homemaker. An adequate assessment at intake had a significant impact on the services that the single parents and homemakers received as well as the selection of the vocational job preparatory program. Successful single parents and homemakers programs had a very strong student assessment component.

- Recruitment

The single parents and homemakers programs help students cope with or overcome personal crises. Support groups were designed to give the single parents and homemakers avenues for releasing frustrations and the ability to contend with the unfamiliar environment of the vocational institution. Features of support groups were to prepare the student with life educational skills such as budgeting, parenting, coping, stress management, time management, study skills, and employability skills. Most single parents and homemakers recruited into the program had been out of school for 5 to 20 years. They were also unemployed or underemployed and experiencing what appeared to be a series of never ending personal problems.

- Retention Activities

The single parents and homemakers program exhibited success through excellent completion rates. Keeping students in school was of the utmost importance. The ICP was an effective retention strategy. Students usually were more committed to pursuing a career that they believed they could master. The ICP provided strategies for creating a linkage between the students' skills and desires. This union afforded students the encouragement to endure because of the final rewards.

- Support Services

Two thousand two hundred eighty-three students received various types of direct financial assistance. Support services were essential for single parents and homemakers to become enrolled and successful in vocational education programs. Assistance provided included tuition, dependent care, transportation, books, supplies, and fees. Some students received more than one type of financial assistance. The duplicated count of the number of students receiving direct financial assistance totaled 3,523.

Table 9 shows the types of services provided through single parents and homemakers programs.

Table 9

Single Parents and Homemakers and Vocational Educators Served By Each Delivery System With Carl D. Perkins Act Federal Vocational Funds Fiscal Year 1990-91

Types of Services	School Districts	Community Colleges	Community-Based Organizations	Universities	Total
Books	672	483	44		1,199
Career Counseling	1,296	1,191	54		2,541
Child Care	298	100	19		417
Guidance and Counseling	3,446	3,084	46		6,576
Outreach/Recruitment	3,862	3,710	358		7,930
Personnel Development	2,625	1,450		2,358	6,433
Transportation	246	110	29		385
Tuition/Fees	776	696	50		1,522
Vocational Assessment/ Evaluation	1,296	1,191	54		2,541
Total	14,517	12,015	654	2,358	29,544

The services most needed by single parents and homemakers were vocational assessment, evaluation, and life skills workshops with a concentration on self-esteem building. Single parents and homemakers were provided access to such workshops through the guidance and motivation of the project personnel.

Even though financial assistance was a much needed service, not all enrollees required this support. Some participants were able to obtain family assistance and had access to other resources. When financial assistance was required, the primary need was for tuition. Child care assistance was secondary in need mainly because 72 percent of the single parents and homemakers had school-age children, reducing the need for child care from Carl D. Perkins Vocational Education Act funds.

Listed below are special delivery methods used that were unique and effective in single parents and homemakers programs.

1. Saturday and evening classes for the convenience of the single parents and homemakers

2. Field trips to various job sites, especially those employing women in nontraditional occupations

3. Development of a local directory that included information and agencies serving single parents and homemakers

4. Distribution of a monthly newsletter to project participants

5. Listing area employers with an interest in vocationally trained personnel that also included starting and average salaries

6. Activities celebrating graduation

7. Participation in "Women's History Month" focusing on the accomplishments of women

8. Creation of partnerships with child care providers to establish special provisions for single parents and homemakers enrolled in the vocational job preparatory programs

9. Cooperative internal partnerships with vocational institutions to provide fee and tuition waivers for selected students

10. Information and registration booths for single parents and homemakers at area malls

11. Dual enrollment system for high school juniors (Single parents were able to attend regular school in the morning and vocational school in the afternoon. At the end of two years, the single parent will have completed high school and an entry level vocational education training program simultaneously.)

The methods for determining greatest financial need are described below.

- The greatest financial need was contingent upon guidelines established by the recipient of the Carl D. Perkins funds. Most recipients used one or a combination of pre-set requirements. Requirements included income at the poverty level as identified by the Department of Labor, Job Training Partnership Act (JTPA) eligibility, Aid to Families With Dependent Children (AFDC) or food stamps, or eligible for local school district's free or reduced lunch program.

- In most instances, the local recipient increased the minimum income level agencies used to accommodate the single parent and homemaker that did not qualify for such assistance. The local educational agencies (LEAs) were charged with the responsibility of determining the criteria local programs used as their guide. The sex equity administrator monitored LEAs' progress for determining greatest financial need and evaluated 20 percent of the projects funded for compliance.

1.6 Students in Nontraditional Programs (Sex Equity)

Goal: **Provide Diverse Programs to Meet the Need of At-Risk Students**

The description of achievements and results from expending federal funds for students in nontraditional programs follows.

> There were 34 sex equity programs supported by the Carl D. Perkins Vocational Education Act. These projects were located in 20 school districts, 12 community colleges, and 3 universities. These funds were used to employ 28 sex equity coordinators, serving 49 of the state's 67 counties.
>
> Postsecondary female enrollments increased by 17 percent (1,453 to 1,704) over Fiscal Year 1990 in the number of nontraditional students enrolled through sex equity programs. This increase at the postsecondary level was due to the implementation of the mandatory fee waiver for Project Independence participants, thus freeing tuition dollars for use by additional students.
>
> Tremendous significance was placed on coordination of services and other available resources in working with the individual student. Sex equity coordinators regularly made referrals to social services, assessment centers, and funding sources for tuition, books, and child care.

Activities supported by federal funds are designed to create a change in attitude of students, instructors, counselors, administrators, and parents toward stereotypical occupational roles. The primary mission of the sex equity program is to bring about equal access to vocational training. Therefore, the numbers of students supported by federal funds reflects only a portion of the success of the program.

Benefits were gained by students receiving vocational job preparatory training in programs leading to nontraditional occupations for their sex and therefore improved their economic self-sufficiency. Since nontraditional students had access to many support services, their likelihood of retention was increased. Additional equity awareness activities, in-service training for administrators, counselors, and instructors, facilitated selection of and enrollment in nontraditional courses for all students.

Program objectives and strategies of nontraditional programs varied widely. They were designed according to the strengths of the community; the training capabilities of the local educational agency (LEA); the characteristics of the targeted population; and available resources.

Projects were comprehensive in scope, and task specific (e.g., printing of particular literature, conducting a specified number of presentations, or "Job Fairs"). Below are strategies which were successful and used selectively by projects:

1. Student Body Presentations
2. Orientation Sessions
3. Community Presentations
4. "Barriers" Workshops
5. Advisory Committee Meetings
6. Distribution of Literature
7. Job Placements
8. Parents' Seminars
9. "Career Days" Video or Publications
10. Group/Individual Career Assessment
11. Faculty Awareness Workshops
12. Support Group Meetings
13. Direct Community Contacts
14. Individual Support Counseling
15. Solicitation of Mentors
16. Establishment of Mentor Programs
17. Video or Publication Development (Primarily statewide projects)
18. Speakers Bureau

Table 10 shows the types of programs and services offered by delivery systems for nontraditional programs.

Table 10

Programs/Services Provided by Each Delivery System to Students in Nontraditional Programs and Vocational Educators With Carl D. Perkins Act Federal Vocational Funds
Fiscal Year 1990-91

Types of Programs/Services	Number of Students/Vocational Educators Served		
	Districts	Community Colleges	Universities
Books	45	168	
Career Counseling	2,398	2,126	
Child Care	29	100	
Equity Awareness	52,846	68,752	9,546
Outreach/Recruitment	4,096	6,975	
Personnel Development	2,205	1,316	2,492
Transportation	47	79	
Tuition/Fees	126	228	
Vocational Assessment/Evaluation	2,398	2,126	
TOTAL	64,190	81,870	12,038

Cooperative efforts with the private sector are stated below.

- Sex equity projects became involved with the private sector by assuring ample business and industry representation on the project advisory committees. Such connections provided access to financial assistance toward objectives, industry occupational information, training needs, and resources for shadowing and mentoring programs.

- Examples of cooperative efforts with the private sector were the mentoring programs at Brevard Community College, Palm Bay; the Florida Education and Employment Council for Women and Girls, coordinated through the University of Central Florida; and the Summer Institute for 8th Grade Girls, coordinated by Dade County Schools. Each of these programs demonstrated strong business and industry involvement.

1.7 Criminal Offenders in Correctional Institutions

Goal: Provide Diverse Programs to Meet the Needs of At-Risk Students

The following statements describe achievements and results from expending federal funds for criminal offenders.

Achievements in serving criminal offenders in terms of improvements that enhanced inmates becoming productive members of society and reducing recidivism are described below.

- Funds provided to the Correctional Education School Authority (CESA) by the Carl D. Perkins Vocational Education Act allowed for the purchase of updated equipment, more compatible with that used in business and industry. An improved plan in the remediation of basic skills in reading and mathematics was implemented during Fiscal Year 1990-91. This includes the use of an Individual Educational Plan (IEP) and/or part-time participation in an Adult Basic Education (ABE) class for those in need, per each curriculum framework requisite.

- Those vocational education programs that received funds from the Act served 1,049 inmates/students. Five hundred thirty-eight (51 percent) of these participants exited the program in which they were enrolled as completers and/or possessing marketable skills for the area in which training was provided.

Table 11 displays the types and number of programs provided to incarcerated individuals and identifies the number of inmates served.

Table 11

Programs Provided to Incarcerated Individuals With Carl D. Perkins Act Federal Vocational Funds Fiscal Year 1990-91

Types of		Number of	
Program Service Areas	Programs	Programs Funded	Inmates Served
Agribusiness & Natural Resources Education	Ornamental Horticulture	1	67
Business Education	Clerk Typist	1	112
	Computer Operations	2	152
Industrial Education	A/C, Refrigeration and Heating Mechanics	1	73
	Automotive Mechanics	2	101
	Basic Auto Body	1	38
	Basic Cabinet Making and Millwork	2	114
	Basic Gasoline Engine Mechanics	1	45
	Commercial Foods	1	40
	Culinary Arts	1	57
	Printing	1	58
	Residential Electric Wiring	2	92
	Residential Plumbing	1	48
	Upholstery and Furniture Refinishing	1	52
TOTAL		18	1,049

Programs delivered to those incarcerated in state correctional institutions included programs in Agribusiness and Natural Resources Education, Business Education, and Industrial Education. All of these programs were vocational job preparatory with remediation of basic skills as an integral part of each program, per each curriculum framework requisite.

Additional funds expended for incarcerated individuals from the Act included dollars which were used by CESA to reimburse expenses for vocational education teachers to participate in staff development activities offered at the Florida Vocational Education Conference.

Listed below are names and addresses of correctional institutions (C.I.) offering vocational education programs to incarcerated individuals.

Name	Address
Apalachee C.I.	Post Office Box 699 Sneads, Florida 32360-0699
Baker C.I.	Post Office Box 500 Olustee, Florida 32072-0500
Brevard C.I.	Post Office Box 340 Sharpes, Florida 32959-0340
Cross City C.I.	Post Office Box 1500 Cross City, Florida 32628-1500
Florida C.I.	Post Office Box 147 Lowell, Florida 33663-0147
Lancaster C.I.	Post Office Box 158 Trenton, Florida 32693-0158
Polk C.I.	3876 Evans Road -- Box 50 Polk City, Florida 33868-9213
River Junction C.I.	Post Office Box 37 Chattahoochee, Florida 32324-0037
Union C.I.	Post Office Box 221 Raiford, Florida 32083-0221

2.0 VOCATIONAL EDUCATION PROGRAMS IMPROVEMENT, INNOVATION, AND EXPANSION

Goals • **Prepare Students for a Competitive World Marketplace**
• **Accommodate Growth**

2.1 New Vocational Programs

School districts reported the use of federal funds to implement 7 new specific programs within the primary vocational program areas. A total of 717 handicapped, 2,600 disadvantaged, 185 limited English proficient (LEP), and 6,631 other students enrolled in these programs. The new vocational education programs were:

- Career Preparation
- Child Care Assistance
- Principles of Graphic Communication Technology
- Agriculture Enhancement
- Agriculture Production
- Engineering Technology
- Exploratory Technology

Funds were used to purchase equipment, supplies, and tools. Types of items purchased included Computer Assisted Drafting (CAD) equipment and audio visual equipment and material.

Objective(s)	Achievement(s)/Outcome(s)
To teach up-to-date skills in technology, agriculture, engineering, child care, and career planning.	Laboratory equipment was purchased and installed. Enrollment and attendance in selected programs and the overall performance and attainment of program competencies were increased. Students obtained marketable skills desired by business and industry.

2.2 Expanded Vocational Programs

Forty-eight school districts reported the use of federal funds for the expansion of 10 vocational education programs. These programs served 150 handicapped, 1,101 disadvantaged, 11 limited English proficient, and 5,195 other students. Expanded programs included the following:

- Agricultural Production
- Clerk Typist
- Welding
- Bookkeeping

- Food Production and Services
- Financial Records Clerk
- Business Computer Operator
- Animal Production
- Child Care
- Drafting Technology

Eighteen community colleges reported the use of federal funds for the expansion of 10 vocational education programs. These programs served 8 handicapped, 285 disadvantaged, 17 limited English proficient, and 6,717 other students. Expanded programs included the following:

- Business Data Processing
- Golf Course Operator
- Hazardous Materials Controls
- Building Construction Technology
- Computer-Based Training
- Cosmetology
- Accounting Technology
- Office Systems Technology
- CAD Engineering Technology
- Drafting Technology

Objective(s)	Achievement(s)/Outcome(s)
To improve instruction which will increase student knowledge and skills	Up-to-date equipment, which met the compliance requirements of business and industry, was purchased. Entry-level job skills preparation was improved as a result of the purchase of this modern equipment.

2.3 Vocational Programs Dropped

All of the state's vocational programs were maintained.

2.4 Assessment of Instruction

Goal: Promote a Climate of Excellence in Education

Vocational Student Test Administration Project - Santa Fe Community College

Objective(s)	Achievement(s)/Outcome(s)
To develop and implement a comprehensive Vocational Student Assessment system to evaluate the relevancy and quality of vocational program instruction	The VSTA Project at Santa Fe Community College, utilizing test item banks developed the previous year, developed multiple choice statewide competency tests. This was accomplished by establishing test item selection teams of instructors to compile the questions appropriate for a statewide end-of-program test. Twenty-five tests

To develop and administer a statewide testing program based on model standards for effective testing procedures and comparable program evaluation among local education agencies

To use student achievement test scores as indicators of program effectiveness to provide appropriate technical assistance for program improvement

in two forms were developed for selected vocational programs.

Cut scores for each test were determined by teacher review teams based on information obtained during pilot testing of the test instruments.

The tests were administered voluntarily in 50 school districts, 3 community colleges, and 12 correctional education programs. Approximately 4,000 secondary students were tested statewide. Approximately 10 percent of those tested were special needs students.

The results of each district's testing was scored and analyzed by the project. The project then compiled a report of each district's students' performance. Also, reports were developed which reflected regional and statewide comparative data. Information from the testing is an integral part of the accountability and program improvement process.

Thirty-two vocational test item banks comprising over 24,000 test items were disseminated to school districts, community colleges, and correctional institutions. All the test item banks were formatted into a consistent style. The instructors are able to use the item banks via an automated Test Item Selection software program which was designed to allow the users to develop student tests directly from the test item banks. Additionally, the item banks were disseminated in notebook packages which included hard copy test item graphics, user's instructions, and copies of the item banks requested on 3.5 or 5.25 inch disk. A pilot test of a postscript graphics program was conducted for use with Test Item Banks. This would allow the related item graphic to be affixed to the disk with the test item.

Test Item Bank Development Project - Florida State University

Objective(s)

To develop a statewide test item bank system for vocational programs with test items coded to curriculum frameworks and student performance standards

Achievement(s)/Outcome(s)

Test Items were developed and evaluated in the following vocational programs:

- Barbering
- Clerk Typist
- Cosmetology
- Commercial Foods
- Essentials of Commercial Foods
- Essentials of Food Production
- General Drafting
- Health Service Occupations
- Home Health Aide
- Junior Secretary
- Nursing Assistant
- Patient Care Assistant

Eight thousand one hundred fourteen multiple choice test items were developed. Teams of teachers and industry representative accomplished this under direction of a measurement specialist; all items were field-tested for reliability and validity.

Items were coded by student performance standards onto floppy disk and related graphics were developed in hard copy.

Business Requirements

Objective(s)	Achievement(s)/Outcome(s)
To survey 150 small business owners in a 14 county region to determine the needs of business owners for employee skills and continuing vocational education needs	Surveys were conducted, responses analyzed, and a full report was prepared and submitted to state and area vocational administrators
To survey the vocational directors in the same counties to determine the preparation given to students who want to work in local businesses to determine whether needs for training match capabilities to train	A regional conference was held in conjunction with the Florida School Boards Association. Recommendations were made on survey results.
Conduct a regional conference and make recommendations on survey results	
To develop a complete report on survey results and proceedings of the regional conference	

2.5 Career Guidance and Counseling

Goal: Prepare Students for Competitive World Marketplace

Special efforts in providing Career Guidance and Counseling activities to special populations are described below.

Handicapped

- Secondary Level

  Students participated in a variety of activities designed to help them explore vocational options, including but not limited to individual counseling, group counseling, job shadowing, school visits, field trips to business and industry, guest speakers, and work experience. Guidance counselors, vocational specialists, transition specialists, and job placement specialists worked with students with handicaps and their families to assist them in making career-related decisions and plans.

- Postsecondary Level

Students with handicaps received assistance from guidance counselors, student services coordinators, and vocational specialists in selecting programs and accessing appropriate support services. Special personnel provided individual and group counseling activities to assist students in the career decision-making process. Activities included guest speakers, career fairs, and seminars.

Disadvantaged

- Secondary Level

Career development/exploration/counseling was provided to 1,053 students in four school districts. Standardized tests and hands-on experiences were used to help students select a vocational job preparatory program consistent with their aptitudes and interests. These students then entered vocational programs.

Career counseling was provided to 3,895 students in eight school districts. Guidance counselors helped students make career choices through assessment and counseling.

- Postsecondary Level

Counseling was provided to 1,897 students in three school districts and two community colleges. Guidance counselors helped students make career choices through assessment and counseling.

Limited English Proficient (LEP)

- Secondary Level

Hardee and Flagler County School Districts provided career exploration to 23 LEP students. Career exploration provided secondary students with the opportunity to become aware of several different occupations before selecting a vocation. Students benefitted from this program because of their increased awareness of opportunities available in the workplace.

Monroe County School District provided career counseling to nine LEP students. This assisted students in making informed career decisions.

- Postsecondary Level

Counseling was provided to 269 LEP students at Broward Community College and Lake City Community College.

Single Parents or Homemakers

- Students received vocational assessment and counseling. An Individualized Career Plan (ICP) was also developed for each student. See Section 1.5 of this report for more information on the ICP and how students benefitted.

Nontraditional Programs (Sex Equity)

- Individualized Career Plans were strongly encouraged for all students receiving services through nontraditional programs. Because nontraditional students face unique challenges, student support groups, workshops, and mentoring programs were widely established and used to ensure continued progress in both retention and completion. Because most students in nontraditional programs were female and training in occupations traditionally occupied by males, selection of these courses virtually guaranteed that the student would be able to enter a "high wage" occupation leading to economic self-sufficiency.

The achievements and results in providing career guidance and counseling activities in the area of vocational education program improvement, innovation, and expansion follows.

ACCESS Data Base

Partnership Data Base

Objective(s)	**Achievement(s)/Outcome(s)**
To complete the computer program design for a partnership data base that will allow Florida's 67 school districts to share information among themselves and with the business community on partnerships between the schools and businesses.	The computer program for the partnership data base was completed according to design specifications and tested. School districts were surveyed for partnership information by the Office of Business and Citizen Partnerships, Department of Education.
To collect partnership data base information, enter it into system, and test the computer program	The Bureau of Career Development entered partnership data into the data base, tested the program, provided the final version of the program, and developed pilot materials. Data base documentation and user materials were submitted to the Office of Business and Citizen Partnerships.

County Education Profiles

Objective(s)	**Achievement(s)/Outcome(s)**
To produce and disseminate a county education profile report for each of Florida's 67 school districts	Education Profile Reports were completed and distributed for 67 school districts prior to June 30, 1991. Reports include K-12 public school information on number of schools, instructors, enrollments, and number of high school graduates continuing their postsecondary education for the county reported. Other information included charts depicting programs of study offered at public designated vocational technical centers, public community colleges, and public universities. Training programs funded under the Sunshine State Skills Program, Industry Services, and the Private Industry Councils were included also. Reports were completed for the 24 county Blueprint Sites in the first production, then reports for the remaining 43 counties were produced. Educational profile reports were disseminated to the 67 school superintendents, 24 Blueprint site contacts, 240 chambers of commerce, 33 public designated vocational technical centers, 28 public community colleges, Florida Department of Commerce, Bureau of Industry Development, the 48 Private Industry Council chairpersons and administrators, and others upon request.

Information Requests

Objective(s)	**Achievement(s)/Outcome(s)**
To respond to information requests from the public and private sector	Five hundred and nine requests for educational information from the public and private sector were responded to.

Career Development / Economics Education

Objective(s)	**Achievement(s)/Outcome(s)**
To continue Florida Council Network activities through eight affiliated university and college centers for economic education	Career education and career development concepts for grades K-12 were incorporated into major offerings.
To train teachers to infuse career education concepts into their training program	Two ten-week offerings of the state of Florida Stock Market Game for the assessment of career options were held. (During Fiscal Year 1990-91, more than 41,000 students participated in 43 of the 67 school districts. The previous fiscal year, 34,000 students participated in a similar project.)
To develop a training program for occupational specialists to obtain the five major competency areas identified by the Department of Education	One statewide training workshop was held for occupational specialists. One hundred occupational specialists representing 20 percent of all occupational specialists employed statewide were trained.

Career Development

Objective(s)	**Achievement(s)/Outcome(s)**
To support the training of new occupational specialists for state certification	The Bureau of Career Development researched, coordinated, and designed training modules for occupational specialist certification. They also coordinated and provided instruction for a statewide training workshop for 50 occupational specialists.

Career Information Delivery System (VIEW, CHOICES, CHOICES Jr.)

Objective(s)	**Achievement(s)/Outcome(s)**
To maintain the 350 Choices site bases throughout the state	License agreements were renewed and 350 CHOICES Programs were continued at 350 sites. Thirty-five new sites were established for CHOICES Career Transition (CT), the postsecondary

To increase CHOICES Jr. sites To introduce and pilot a new version of CHOICES to be used with adults in transition To train and certify all site coordinators in implementation strategies and the use of CHOICES programs and supporting materials To enhance Florida VIEW to make it more usable as a classroom tool in assisting students in making career decisions	adult version of CHOICES. Two hundred CHOICES Jr. sites were added bringing the total number of sites to 450. Regional training workshops were held around the state to train CHOICES coordinators in the latest version of the program. Two thousand counselors and occupational specialists were trained in the use of the CHOICES program. Classroom activities that introduced strategies for infusing career development activities and CHOICES into the classroom were developed and distributed to 350 CHOICES sites. A revised version of Florida VIEW containing a classroom kit with six career books (one bound and suitable for duplication), two education books, and one financial aid book was developed. The financial aid format was enhanced to include information organized by category. Over 500 sets of these publications were used in classrooms and career resource centers.

2.6 Curriculum Development

Goals:
- **Prepare Students for a Competitive World Marketplace**
- **Promote a Climate of Excellence in Education**
- **Strengthen Educational Partnerships**

Curriculum Development

Objective(s)	Achievement(s)/Outcome(s)
To provide quality curriculum and instructional materials to meet the identified needs and priorities of vocational students, teachers, and administrators.	Eleven Career MAPs were developed in the following areas: 1. Environmental Horticulture 2. Natural Resources and Forest Ecology

To develop and disseminate 19 Career Merit Achievement Plans (MAPs) and program guides for selected programs

To develop a vocational education program guide to include a broad range of program information useful to those responsible for vocational job preparatory programs

3. Agritechnology
4. Receptionist and Communications Systems
5. Office Records Clerk
6. Patient Care Assistant
7. Interior Design Technology
8. Work Experience
9. Water Treatment Facility Operation
10. Wastewater Treatment Facility Operation
11. Exploring Technology

Nine program guides were developed in the following areas:

1. Environmental Horticulture
2. Natural Resources & Forest Ecology
3. Agritechnology
4. Receptionist and Communications Systems Operator
5. Patient Care
6. Interior Design Technology
7. Work Experience
8. Water Treatment Plant
9. Exploring Technology

Student performance standards and curriculum frameworks were revised for the vocational education programs listed above.

Forty-seven learning guides for a System for Applied Individualized Learning (SAIL) were developed.

Nineteen MAPS for updated versions of all electronic specializations reflecting extraction of CORE competencies were produced. Draft MAPS for programs awaiting appropriate titles, course numbers, and approval by the Department of Education (DOE) were also produced.

A vocational education program guide, an automotive CORE and autotronics curriculums were developed.

Career MAPs / Program Guide Development

Objective(s)	**Achievement(s)/Outcome(s)**
To obtain quality curriculum materials as a primary means of improving and maintaining quality programs	Curriculum frameworks, student performance standards, program guides, and MAPs were developed for the following programs: ◆ Air Conditioning, Heating and Refrigeration Technology ◆ Automotive Technology ◆ Autotronics ◆ Basic Gasoline Engine Mechanics ◆ Commercial Refrigeration ◆ Communication Electronics ◆ Computer Electronics Technology ◆ Computer Engineering Technology ◆ Computer Integrated Manufacturing ◆ Consumer Electronics Product Servicing ◆ Electron Mechanical Technology ◆ Gasoline Engine Mechanics ◆ Industrial Electronics ◆ Industrial Machinery Maintenance and Repair ◆ Laser Electron-Optic Engineering Technology ◆ Laser Electron-Optic Technology ◆ Light Commercial Air Conditioning ◆ Printing ◆ Residential Heat and Air Conditioning Programs were developed to meet the needs of employers and to provide students with the competencies needed for successful employment.

Statewide Pilot Project Coordination

Objective(s)	Achievement(s)/Outcome(s)
To provide a cost-effective method of field testing strategies and approaches that will allow students enrolled in vocational education programs to strengthen their knowledge and application of basic competencies that are essential to further learning and employment To develop, apply, evaluate, and advance approaches designed to strengthen the basic competencies of students enrolled in vocational education programs	Information received from various national consortia was provided to 25 districts in state field testing strategies and approaches. Technical assistance on the integration of academic and vocational education was provided to district-level and school-based personnel in each district implementing the project as well as to staff in districts planning implementation. Ten statewide staff development workshops and numerous local in-service activities were provided to district-level and school-based personnel involved in the pilot project. Data such as student performance, attendance, promotion, and attitude surveys were collected to evaluate the effectiveness of strategies being used in the pilot project. A regional staff development conference which enabled pilot sites and state staff throughout the region to share effective strategies and approaches was conducted. Supplementary curriculum materials to enhance national consortia materials were also developed.

Southern Regional Education Board (SREB)

Objective(s)	**Achievement(s)/Outcome(s)**
To design strategies, procedures, and policies which will enable students to graduate with competencies to acquire gainful employment and continue in postsecondary education	Strategies focusing on strengthening students' basic competencies were implemented in the 4 SREB pilot sites as well as in 21 other school districts in the state. Effective strategies were shared by pilot sites through state and regional staff development conferences. Data was collected through student follow-up surveys, personnel surveys, annual reports with partial transcript analyses, and pilot site review visitation. Analysis of the data was shared with each pilot site. Annual reports prepared by each pilot site provided specific information about progress made toward the consortium goal.

Consortium Fees

Administrative Competency Development Consortium

Objective(s)	**Achievement(s)/Outcome(s)**
To continue membership in a national consortium of states which provides for the development of instructional materials for vocational administrators	Florida participated with six other states in identifying, writing, field testing, determining priority, and producing instructional modules addressing specific vocational administrator competencies. As a consortium member, Florida received ten final modules and video tapes with reproduction rights for use in professional development activities.

American Association of Vocational Instructional Materials (AAVIM)

Objective(s)	**Achievement(s)/Outcome(s)**
To continue membership in the American Association of Vocational Instructional Materials (AAVIM) consortium as a means of providing quality instructional materials to vocational educators	Participation in the consortium enabled vocational educators in Florida to purchase instructional materials listed in the current AAVIM catalog at a 40 percent discount.

Vocational Technical Education Consortium of States (V-TECS)

Objective(s)	**Achievement(s)/Outcome(s)**
To continue active consortium membership in the Vocational-Technical Education Consortium of States (V-TECS) as a method of acquiring instructional materials that provide a validated link between education and employment	Florida's participation in the consortium provided vocational educators access to more than 150 catalogs of competencies, test item banks, and other instructional materials in designated occupations for which vocational instruction is offered at the secondary and postsecondary levels. To fulfill its product development commitment to the consortium, Florida participated as 1 of 6 states to field test a model for identifying related academic skills for selected vocational education programs. As a result of this effort, related mathematics, science, and language arts skills were identified for the V-TECS Ornamental Horticulture task list and for 123 student performance standards in Florida's curriculum framework for Environmental Horticulture.

2.7 Equipment

Goal: Prepare Students for Competitive World Marketplace

Truck Driver Training

Objective	Achievements
To provide the necessary psychomotor skills needed with the aid of new state-of-the-art equipment	State-of-the-art equipment which reflected the desires of the commercial vehicle driving industry was purchased. A completion ratio of 87 percent, (8 percent higher than previous year), was achieved and a 95 percent placement rate was maintained.

Technology Education Lab / Southern Regional Education Board (SREB)

Objective(s)	Achievement(s)/Outcome(s)
To initiate pilot programs that will convert traditional Industrial Arts laboratories into modern Technology Education laboratories	Pilot sites were established in Hillsborough, Orange, Palm Beach, and Polk counties. Each program site was designed with regard to the unique needs of the staff and curriculum as well as local industry. Funds were used to purchase up-to-date equipment reflecting the new technological trends. Technology Education curriculum that will assist students in being technologically literate and ready for future employment demands was developed/revised. An articulation agreement between secondary and postsecondary technology programs was established.

2.8 Personnel Development

Goals
- **Assure the Supply of Quality Teachers**
- **Strengthen Educational Partnerships**

Teacher Educator Supportive Services

Objective(s)	Achievement(s)/Outcome(s)
To provide opportunities for vocational educators to participate in in-service development activities which reflect current trends and the changing needs of students served by vocational, adult, and community education	Division of Vocational, Adult, and Community Education (DVACE) staff met with school district and community college personnel to assist in developing model and exemplary curricula and programs. They participated in local, state, regional, and national workshops, conferences, seminars, and meetings to identify current vocational education trends. Information received assisted staff in revising, improving, and designing new preservice and in-service instructional activities to promote current vocational education trends. Staff also planned and strengthened local, state, and national business and industrial partnerships.

Technical and Professional Updating

Technical and Professional In-service Workshops

Objective(s)	Achievement(s)/Outcome(s)
To provide technological, professional, and curricular update workshops and seminars	Ninety-two workshops were conducted for more than 1,337 teachers, 75 administrators, 5 counseling personnel, and 92 other educational staff in school districts, community colleges, and universities.

Vocational Business Exchange

Objective(s)	Achievement(s)/Outcome(s)
To provide in-service training opportunities to vocational teachers in public schools and community colleges to upgrade skills in their related program areas by returning to employment in business and industry	Three hundred seventeen teachers participated in the 1990-91 Vocational In-service and Business Exchange Program and trained at 101 different industry sites; 287 of the teachers were from high schools or area vocational centers, and 30 represented community colleges.

In-service Institute

Objective(s)	Achievement(s)/Outcome(s)
To provide technical and professional in-service development activities that support Florida's comprehensive vocational and adult education program	The 23rd Annual Vocational and Adult Educators' Conference provided more than 175 workshop sessions and 150 educational exhibits for approximately 2,300 instructional, administrative, and counseling personnel. This in-service activity helped vocational and adult educators work toward achieving the strategic goal "Students graduating from Florida's public schools shall be prepared to begin a career and continue their education at a postsecondary technical school, community college, or university."

Master In-service Plan for Vocational Educators

Objective(s)	Achievement(s)/Outcome(s)
To develop and conduct a statewide needs assessment to provide information for use by local and state administrators in planning in-service training activities for teachers	Survey forms were sent to all full-time and part-time vocational teachers in the state. The summary report, "Assessment of In-service Training Needs of Vocational Teachers for the State of Florida," was distributed to district, community college, and Department of Education personnel. Individual reports for each district and

community college were also distributed. The report, which identifies precisely what the in-service needs are in a specific district or community college, provided valuable information for use in planning in-service activities and ensured that limited resources were efficiently allocated.

Florida Vocational Journal

Objective(s)	Achievement(s)/Outcome(s)
To provide quality curriculum and instructional materials to meet the identified needs and priorities of vocational students, teachers, and administrators	Four issues of the Florida Vocational Journal were developed and distributed during Fiscal Year 1990-91. The number of copies distributed for each issue is as follows. Fall 1990 — 18,500 copies Winter 1990 — 12,000 copies Spring 1991 — 14,000 copies Summer 1991 — 13,600 copies Total Distribution — 58,100 copies In responses to readers, the journal broadened its coverage of vocational programs and trends, including research summaries, success stories, and methods of integrating academic and vocational curricula.

Model Degree Program

Objective(s)	Achievement(s)/Outcome(s)
To develop and implement a nontraditional baccalaureate degree program for industrial and technical education teachers.	A nontraditional baccalaureate degree program (Extern Learning in Industrial Technical Education ["ELITE"]) was designed and approved. The ELITE program will operate on an experimental basis for three years.

The ELITE program began in September 1989 with 38 students enrolled in the first course. Forty-two students were enrolled during the first year; 9 were formally admitted to the university.

During Fiscal Year 1990-91, 161 individuals enrolled in 4 different classes, with 35 students taking 2 or more classes. The number of students officially enrolled/admitted to the University of South Florida's bachelors degree program was not available at the writing of this report.

Teacher Education Model

Objective(s)	**Achievement(s)/Outcome(s)**
To identify current vocational education teacher competencies as strategies for developing the specifications for a vocational teacher education curriculum	Review of literature, final reports of research studies, and task force reports have been and continue to be an ongoing activity for the purpose of identifying, describing, and documenting present and future trends and issues relevant to this study. Project staff refined two sets of competencies to eliminate or reduce overlap between competencies and their respective categories based on recommendations from the Advisory Committee. A list of vocational teachers and district school principals was compiled into a data base. These vocational teachers and school principals, along with other state and local vocational educators, will be asked to review and comment as well as to field validate the proposed professional vocational teacher competencies developed by project staff and the Advisory Committee.

Vocational Evaluation Center

Objective(s)	Achievement(s)/Outcome(s)
To help vocational educators develop skills required to assess the vocational interests, aptitudes, behaviors, physical functioning capacities, and job seeking skills of individuals who are handicapped or disadvantaged To enable vocational educators to use vocational information to route special needs students into appropriate programs	The Vocational/Work Evaluation Training Project was conducted. The project provided a wide range of staff development activities to prepare vocational/ work evaluators and related personnel with skills and competencies needed to assess the interests, learning styles, and aptitudes of individuals who are handicapped or disadvantaged. Over 1,000 individuals were involved in project activities resulting in improved services to students at the local level.

Staff Development for DVACE

Objectives	Achievement(s)/Outcome(s)
To enhance the skills and capabilities of the Division of Vocational, Adult, and Community Education (DVACE) staff for performance in identifying data requirements for decision-making, analyzing vocational data, and designing and programming software for an automated management information system To enhance the skills and capabilities of the DVACE Management Information System (MIS) staff to establish and implement an automated data base system which contains analyses of vocational program performance which can be accessed by decision-makers for their planning and management purposes	Technical assistance and support provided to the MIS Section resulted in modifying the Vocational Enrollment System to accommodate Division of Public School mandated changes and the Placement and Follow-up System to accommodate Senate Bill 1388. MIS reports were produced to support planning and evaluation for Florida's Annual State Performance Report and the Strategic Plan for Vocational, Adult, and Community Education. DVACE Management Information System (MIS) staff received technical assistance and programming support which resulted in rewriting the on-line Classification of Instructional Program (CIP) to include the follow-up and occupational program indicators, rewriting the programs for the Methods of Administration (MOA) rank order report to accommodate new federally

mandated equity calculations, converting DVACE tape reels to tape cartridges as mandated by Northwest Regional Data Center (NWRDC), modifying the Placement and Follow-up System to operate on the Florida Information Resource Network (FIRN), and providing technical assistance in implementing phase III of the office automation system.

2.9 Program Improvement

Goals:
- **Prepare Students for a Competitive World Marketplace**
- **Promote a Climate of Excellence in Education**
- **Strengthen Educational Partnerships**

Florida Constructive Youth Program

Objective(s)	Achievement(s)/Outcome(s)
To enable economically disadvantaged youths or youths between the ages of 16-24 who have dropped out of school to learn basic skills and job construction skills which should lead to their becoming employed To provide communities the opportunities to establish or rebuild housing in low-income areas, including the restoration of historic structures To allow communities to expand the supply of housing for the homeless or other low-income groups by utilizing student trainees	The planning and implementation stages of this program were initiated during Fiscal Year 1990-91. Below are activities and strategies which made this program successful: ◆ Two workshops on how to plan and implement a program were held for school district personnel in Miami and Gainesville. ◆ A directory of nonprofit agencies which address housing-related issues was prepared, by county, and disseminated statewide. ◆ A set of two videotapes was produced. One tape highlighted the successful program at the Miami Skills Center in Dade County, and the other is an explanation of the statute which created the program and a

"how-to" guide for program implementation.

- Three advisory board meetings were held. Quarterly progress reports were prepared and made available to advisory board members and others interested in the program.
- A brochure entitled, "Florida Constructive Youth Act," that addressed housing issues was produced and disseminated to school districts and nonprofit community-agencies.

Florida Educational Information Service (FEIS)

Objective(s)	**Achievement(s)/Outcome(s)**
To provide information services to support the needs of vocational teachers and administrators statewide by responding to 100 percent of all requisitions for information data base searches	A response was provided to 100 percent of the requests for information. Requestors were provided the appropriate information or a bibliography identifying materials relevant to their request or referred to a more appropriate source of information.
To provide information services to support the Division of Vocational, Adult, and Community Education (DVACE) programs, services, and activities by responding to 100 percent of all requests and preparing special bibliographies	In-depth materials identification and acquisition services and dissemination support services were provided for each of the vocational education programs to support Career MAPs and Program Guides.
To provide dissemination services for vocational education by maintaining data base lists of vocational educators by programs and producing mailing labels	Information searching and dissemination support were provided as a part of the Florida Department of Education, Division of Vocational, Adult, and Community Education's commitment and responsibility as a participating state in the National Network for Curriculum Coordination in Vocational-Technical Education (NNCCVTE).

Over 650 requests for specific information were fulfilled and 4,800 custom-search bibliographies were disseminated.

Requests for eight in-depth manual searches were completed for DVACE curriculum development projects.

Acquisition assistance was provided to 48 projects that included responding to requests for more than 5,200 Educational Resources Information Center (ERIC) microfiche and journal articles to individual requestors.

Copyright assistance was provided to 100 percent of the requests in conjunction with various projects.

An electronic message service was provided for the DVACE.

Four topic bibliographies/updates were produced and disseminated to vocational educators statewide.

At least 160 FEIS liaisons were contacted and sent FEIS brochures, sample search packets, and search request forms.

Up-to-date mailing lists of all public vocational educators in Florida were maintained.

Four hundred requests were fulfilled for label service by providing labels as requested.

At least 1,000 requests were fulfilled for listings of names, addresses, and program information by providing computer printouts of the information requested.

Interagency Personnel Project

Marketing the Blueprint for Career Preparation

Objective(s)

To increase the information for teachers, students, parents, and the community at large about the Blueprint for Career Preparation. The Blueprint for Career Preparation is the state of Florida's plan for the implementation of academic and vocational programs to prepare citizens in the state of Florida to enter the working world and/or continue their education beyond high school.

Achievement(s)/Outcome(s)

Various marketing techniques were used in the process of disseminating the Blueprint for Career Preparation. These techniques included--

- Printing two articles in the Florida Vocational Journal to provide an awareness of the program on a statewide basis
- Publishing the Blueprint for Career Preparation newsletter which circulated approximately 15,000 copies to all directors of vocational education, occupational deans, directors of student services, teachers of vocational programs, guidance counselors, occupational specialists, and several thousand other interested educators
- Disseminating several Blueprint video tapes and materials to three university College of Education sites for teacher preparation and training
- Making presentations at approximately 20 conferences statewide
- Distributing four Blueprint video tapes to every school district statewide. These video tapes were entitled

- Teacher Implementation of the Blueprint
- Employability Skills
- Elementary Level Career Awareness
- Middle School Occupational Exploration

University of South Florida High Tech Emphasis Centers

Objective(s)

To coordinate the development/implementation/evaluation for 13 Centers of Automotive Emphasis, 37 Centers of Electronics Emphasis, 5 pilot Autotronics Centers of Emphasis, and 11 Centers of Electronic Specialization

To keep vocational education programs at state-of-the art readiness

Achievement(s)/Outcome(s)

Five pilot Centers of Autotronics were implemented and the designation of an additional five pilot centers was arranged for. Instructional materials were selected for the centers and used in training vocational education students.

Oversight and remodeling technical assistance was provided to expansion schools. Also a regional and statewide network was established and maintained for all existing and expansion centers to improve teaching systems and lessen down time due to breakdowns and other reasons. Regional and statewide meetings were held to introduce new software and advanced utilization methodology. Both statistical and visitation team evaluations were conducted to determine the effectiveness of centers of emphasis.

Curriculum frameworks were updated as appropriate and industry donations of equipment were obtained. Also eight career maps and program guides were developed and used to implement the high tech emphasis centers.

Agriculture Centers of Emphasis

Objective	**Achievements**
To implement three new Agricultural Education core programs (Agriscience, Ornamental Horticulture, and Forestry and Natural Resources) designed to improve the agriculture programs statewide	Programs were piloted at seven secondary schools, two community colleges, and one area vocational-technical center. Environmental Horticulture programs were implemented at three locations; Agriscience programs at three locations; and Forestry and Natural Resources programs at four locations. Core curriculum was infused into these vocational job preparatory programs. In-service training sessions for center instructors were continued. This resulted in better program management.

Automotive Centers of Emphasis

Objective	**Achievements**
To expand the Automotive Centers of Emphasis (core programs) and manage further development of pilot centers while refining the systems and concept	Requests for proposals for designation and installation of five additional Centers of Automotive Emphasis (core programs) were issued and processed. This brought the total number of Center of Automotive Emphasis to 13 statewide. Teacher in-service was provided for teachers in new centers and the training of teachers in existing centers was reinforced. "Hands-on" stations to complement computer managed learning stations were also developed.

Division of Blind Services

Objective(s)	**Achievement(s)/Outcome(s)**
To provide food services program training for legally blind adults and place program completers	Food services program training was provided to legally blind adults. Forty-two students were enrolled; 32 completed; and 26 were placed as food service workers, food service managers, or vending machine managers.

Community College Division

Objective(s)	**Achievement(s)/Outcome(s)**
To evaluate and complete statewide assessment of manpower needs, placement, cost efficiency, and resource requirements of selected vocational job preparatory programs at the postsecondary level To provide an in-depth analysis of follow-up activities and placement results for vocational education programs in conjunction with the Management Information System (MIS) sections of the Division of Vocational, Adult, and Community Education (DVACE) and the Florida Education and Training Placement Information Program (FETPIP) To establish a joint institutional organizational structure to assist in program review and expanding follow-up activities with community colleges, vocational technical centers, and the business community	The final phase of a two-year review of nursing programs was completed. A final report with recommendations for improvement of programs was submitted. The final phase of the environmental technologies program review was completed. A core curriculum and proposal for statewide consortium of institutions offering programs was established. A pilot project to incorporate basic law enforcement training into an Associate Degree program was developed. The core curriculum in allied health and articulation agreements in several allied health fields were finalized. A review of state generated reports to institutions which assisted in the evaluation of individual vocational education programs was completed. A follow-up study of business programs was completed. A final report with recommendations was submitted. A study of vocational preparatory instruction was conducted. A final report with

recommendations regarding needed data was submitted.

High Technology and Industry Council

Objective(s)	**Achievement(s)/Outcome(s)**
To identify, select, and recognize statewide exemplary vocational education programs To encourage cooperation between educators and employers in business and industry in providing job training for secondary students	Six vocational programs were chosen as exemplary. These programs and the representative from each school were honored by the Florida Cabinet and received a check for $1,000 from Florida's Governor and Commissioner of Education. Listed below are the vocational education training programs chosen. ◆ Vero Beach Senior High, "Performance Based Diploma Program" ◆ Merritt Island High, "Business Ownership" ◆ Palm Bay High, "Custom Garment Making" ◆ Sarasota County Schools, "Work Experience Plus" ◆ Hillsborough County Schools, "Exploring Technology" ◆ East Bay High, "Marketing and Distributive Education"

Computer Integrated Manufacturing

Objective(s)	**Achievement(s)/Outcome(s)**
To develop or improve a collegiate relationships with research centers, upper division and graduate	The Centers for Computer Integrated Manufacturing have established relationships with five upper division

professional schools, and vendors of advanced technical equipment to keep better informed of new manufacturing technologies

To extend the technical capacity and capability of colleges and universities beyond training to technical assistance, process development and pilot testing, and, where appropriate, contract production

To reach and work more closely with a larger number of businesses, with a special emphasis on small and medium-sized companies

To share what is learned in the process with other colleges and universities

To improve technical education by providing real problems and real experiences to students

schools, three research centers, and five corporations. These include the University of Florida, University of South Florida, Florida Institute of Technology, University of Central Florida, University of South Carolina - Southeastern Manufacturing Technology Center, the National Institute of Standards in Technology in Maryland, Central Florida Research Park, Southeastern Innovation Center, IBM, Westinghouse, Martin Marietta, Stromberg-Carlson, and Autodesk, Inc. Through these associations, the Centers for Manufacturing Technology were informed of emerging technologies in manufacturing. These were the technologies that were transferred to the small and medium-sized manufacturers.

Technical assistance was provided through consulting and needs assessment visitations. A mobile van unit took technology and computer laboratories to sites in need of technical assistance.

More than 4,600 small to mid-sized businesses had contact with a Center for Computer Integrated Manufacturing through needs assessment surveys, site visits, and training workshops.

More than 90 site visit assessments were completed, and training took place in several of the 90 sites.

Consortium meetings were held to maintain open channels for communication among centers. Advisory committees were established which consisted of other college representatives from business and industry.

One center has established a video/audio link between the consortium members to enhance communication.

A variety of newsletters and publications were distributed among the sites.

Three colleges have instituted new 65 programs in manufacturing technology. Several have revised curriculum and at least two have established working laboratories for hands-on training. Specialized training and workshops were developed and conducted at industry sites and throughout the community.

Vocational Quality Assurance

Objective(s)	**Achievement(s)/Outcome(s)**
To conduct an analysis based on quantitative and qualitative measures of all students enrolled in 33 area vocational technical centers in order to develop a profile of each center	Analyses were conducted, profiles developed, and two in-depth quality management plans were delivered.
To develop a detailed quality management plan for two centers	
To develop a quality computer-based competency system for one vocational center that is consistent with district and state reporting requirements	The necessary hardware and software were purchased and put in place to allow area vocational technical center computer network users to access the programs available through the mainframe.
To introduce, develop, and implement a quality management plan patterned after the American Society of Quality Control for three area vocational technical centers	Three quality teams were formed--Action Process Team, Quality Management Team, and an Executive Steering Committee. Quality training materials were purchased, staff were trained, and implementation continues toward total quality management and teamwork approach.

Student Completion Study

Objective(s)	Achievement(s)/Outcome(s)
To conduct a survey of a representative sample of vocational program completers and non-completers in order to determine reasons they exited the programs and/or their perceptions of the adequacy of vocational program components in which they participated	Completer surveys were conducted in districts and community colleges. A full report was developed for use by state and district vocational personnel.
To produce a report comparing/contrasting the perceptions of all former vocational students with that of faculty and administration	

Department of Labor - Florida Occupational Information System (FLOIS Data)

Objective(s)	Achievement(s)/Outcome(s)
To enhance the Florida Occupational Information System (FLOIS) by developing and implementing an on-line planning component which will include population information (K-12), population information (Adult), economic information, and labor force information. The system will be designed to make information available through both on-line screens and hard copy reports.	System design and programming for the FLOIS enhancement described in the objective were completed. The identification of sources and acquisition of data were also accomplished to a significant extent within the project year.
To develop the Fiscal Year 1991-92 set/subset and secure the occupational projections required for FLOIS and the supply/demand analysis	The Fiscal Year 1991-92 set/subset was developed and the occupational projections necessary for the FLOIS update and the supply/demand analysis were secured.

2.10 REGIONAL COORDINATING COUNCILS

Goals:
- **Prepare Students for a Competitive World Marketplace**
- **Accommodate Growth**

Objective(s)	Achievement(s)/Outcome(s)
To coordinate the development of 28 regional plans and submit the plans for inclusion in a Revised Strategic Plan for Vocational, Adult, and Community Education To promote vocational and adult education To review and make recommendations on adult and vocational education program offerings	Each of the 28 regional coordinating councils coordinated the development of a regional strategic plan by meeting with local education agencies (LEAs) and compiling school district and community college data into comprehensive regional strategic plans. Councils submitted to the Division of Vocational, Adult, and Community Education an initial two-year strategic plan, followed by a revised three-year strategic plan in Fiscal Year 1990-91. Several councils produced and disseminated items such as promotional brochures, counseling manuals, television promotions, billboards, program matrices, and materials used in promoting adult and vocational education. Funds were also used to produce materials used for career fairs, college day activities, or other similar events in conjunction with local educational agencies. One council developed customized information on vocational education and career opportunities and incorporated it into a special edition of the CAREER SUCCESS magazine. One council sponsored workshops related to the role of regional councils and on the Blueprint for Career Preparation. Video projectors were purchased by three councils for use in promoting

adult and vocational education programs.

Each council reviewed and made recommendations of local educational agency proposals to initiate, modify, or terminate vocational and adult general education offerings. This review procedure resulted in the elimination of unwarranted duplication of programs.

2.11 Vocational Student Organizations

Goal: Prepare Students for a Competitive World Marketplace

Objective(s)	Achievement(s)/Outcome(s)
To provide vocational student organizations (VSOs) an opportunity to contribute to efforts aimed at achieving the state goals for education To provide opportunities for students to develop occupational competencies, a spirit of cooperation with others, leadership competencies, human relations and communication skills, methods of efficient thinking and sound decision making, and a positive self concept	Vocational student organizations enhanced student performance by providing "real life" learning through competitive events and leadership experiences. These activities provided an avenue for students to become responsible citizens through community involvement. The following enhancements were provided. ◆ DECA initiated "The Environmental Concerns Chapter Project." ◆ The learning environment was improved through enhanced instructional methods that emphasized sequential steps to vocational skills. ◆ Adult literacy was promoted by demonstrating to adult VSO members the relevance of academic learning through applied, hands-on training.

- Eleven vocational student organizations provided 71,561 students with direct leadership training and practical experiences related to specific vocational training.
- A school year calendar of events was developed and distributed to state and local educators.
- Forty-six new publications and 42 new audio-visuals were reviewed and selected for inclusion into the Instructional Materials Service Catalog and audio-visual loan library.
- Five hundred sixty-two audio-visuals were distributed to 281 agricultural education programs in Florida.
- Student leadership manuals from Broyhill Family Foundation, Inc. were distributed.
- District and state instructional test materials were developed/revised.
- Competitive events were updated to reflect up-to-date techniques of the industry

The following 11 vocational student organizations provided unique leadership training opportunities involving parliamentary procedures, public speaking, community involvement, and most of all, an awareness of the world of work. Names of organizations and the number of chapters and members are as follows.

Chapters/Memberships in Student Organizations

Future Farmers of America (FFA)

Number of Chapters:	279
Number of Members:	11,010

Future Business Leaders of America (FBLA)
Numbers of Chapters: 330
Numbers of Members: 19,970

Phi Beta Lambda (PBL)
Numbers of Chapters: 54
Numbers of Members: 1,205

Health Occupations Students of America (HOSA)
Numbers of Chapters: 88
Numbers of Members: 2,700

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)
Numbers of Chapters: 332
Numbers of Members: 9,878

Distributive Education Clubs of America (DECA)
Number of Chapters: 149
Number of Members: 7,192

Vocational Industrial Clubs of America (VICA)
Number of Chapters: 114
Numbers of Members: 5,577

Delta Epsilon Chi (DEC)
Numbers of Chapters: 12
Numbers of Members: 559

Cooperative Education Clubs of Florida (CECF)
--CECF is a Florida only student organization--
Number of Chapters: 280
Number of Members: 10,127

Florida Association of Public Service Students (FLAPSS)
--FLAPSS is a Florida only student organization--
Numbers of Chapters: 16
Numbers of Members: 343

Florida-Technology Student Association (FL-TSA)
--FL-TSA is a Florida only student organization--
Numbers of Chapters: 47
Numbers of Members: 3,000

Competitive Events

National event winners for Fiscal Year 1990-91 were as follows:

1st Place Winners - 73
2nd Place Winners - 50
3rd Place Winners - 38
4th Place Winners - 14
5th - 10th Place Winners - 145

3.0 SPECIAL PROGRAMS

Goal: Provide Diverse Programs to Meet the Needs of At-Risk Students

3.1 Community-Based Organizations (CBOs) Achievements

Descriptions of the achievements and results of expending federal funds in community-based organizations to support at-risk students are as follows.

Eight community-based organizations provided motivational and prevocational services to 16 to 21 year old at-risk students. Another major emphasis was to encourage the participants to enroll in vocational education programs. The number of students served through various programs, services, and activities was 856. The overall emphasis was shifted from working with large numbers of students, as in the previous years, to providing a more concentrated focus on fewer students. This effort was intended to reduce attrition and improve vocational completion rates.

In Leon County, the community-based organization hired recruiters-counselors to go door-to-door into targeted communities with the goal of motivating hard-to-reach youths who had dropped out of high school. After the youth agreed to participate in the program, an appointment was made for individual counseling and assessment and an action plan was developed. The participants were encouraged to enroll in vocational education programs or basic skills training. A variety of motivational activities were conducted at the CBO site throughout the year to assist students.

The Jacksonville Urban League project worked cooperatively with the Duval County School System to provide counseling activities for targeted students. The targeted site was Westside Skills Center with expanded services to the Northside Skills Center. The Motivational Counseling Program served and monitored students in the vocational education programs. These students were identified through more than 350 individualized counseling sessions and more than 20 group sessions. The specialized group sessions covered topics such as career outlook, teen pregnancy, family/parent problems, abortion, and emotional and physical abuse.

In Pinellas County, approximately 37 students were accepted into prevocational/vocational programs, and more are expected to return for Fiscal Year 1991-92 and enroll in programs during the summer. Some of the more popular programs selected by students this year included masonry, automotive body, automotive mechanics, and cosmetology. Many of the youths needed adult basic skills development to obtain their General Education Development (GED) diplomas before they could enroll in the vocational program of their choice. Several students took remedial and/or GED classes in addition to the vocational education training program. Follow-up was conducted on enrolled students on a weekly basis. The vocational education specialist visited the students in their classrooms to discuss problems or needs that were interfering with their progress. Appropriate steps were immediately taken by the vocational education specialist and youths to eliminate any problems and increase the likelihood that the students would complete their training. Students were offered continual encouragement and were referred to other service providers when necessary. Six students completed their prevocational/vocational education programs during Fiscal Year 1990-91. Approximately, 15 students continued to receive services and will complete their training during Fiscal Year 1991-92. Of the 6 students who have completed their vocational education training, 3 received their GEDs, 1 is taking additional classes at Pinellas Technical Education Center (PTEC), 2 are preparing for the state examination to become certified cosmetologists, and 1 is currently employed as a secretary.

Table 12 displays the types of programs, services, and activities provided to students by community-based organizations and identifies the number of students served with Carl D. Perkins Act Federal Vocational funds.

Table 12

Programs, Services, and Activities Provided by Community-Based Organizations to Students Served With Carl D. Perkins Act Federal Vocational Funds Fiscal Year 1990-91

Types of Programs/ Services	Names of CBO/Number Students Served							
	Urban League Broward	Action Inc.	Jacksonville Urban League	Pinellas County Urban League	Palm Beach Urban League	SER-Jobs for Progress, Inc.	Eckerd Family Youth	Tallahassee Urban League
Aides							3	5
Apprenticeship Training	11							2
Basic Skills/ Remediation	15	9		2		34	42	50
Books		2	25					5
Career Counseling	26		170	110	165	204		56
Child Care	2	16		8				5
Dropout Retention	6	3	40					10
Employability Skills	10		170	12			42	40
Equipment		2						
Guidance and Counseling	20		280	110			42	56
Instructional Materials Adaption/ Development/ Acquisition			12				96	
Job Development				12				45
Job Placement	18		35	1		244		18
On-the-Job Training	5		35			10		8
Outreach/ Recruitment			70	120	168	939*	80	67
Personnel Development			160	12				
Placed in Vocational Program	7	7	10	37	123	65		17
Completed Vocational Program			15	6	53	36		1
Transition from School-to-Work								1
Transportation		3	70					5
Tuition/Fees		2						
Tutors								5
Vocational Assessment/ Evaluation			70		165		42	56
Teacher/Classroom Contacts			88					
Career Counseling/ Parents					168			

*includes all contacts such as phone inquires, walk-in, etc.

Names and addresses of CBOs participating with eligible recipients are as follows:

Name	Address
Broward County Urban League	Mr. Willie Miles, Education Director 3521 West Broward Boulevard Ft. Lauderdale, Florida 33312
SER-Jobs for Progress, Inc.	Mr. Melvin Chaves, President 42 Northwest 27th Avenue Miami, Florida 33125
Jacksonville Urban League	Mr. Ronnie Ferguson, President 101 East Union Street Jacksonville, Florida 32202
ACTION, Incorporated	Ms. Voncile Williams, Director 803 East Louisiana Avenue Tampa, Florida 33603
Tallahassee Urban League	Rev. Ernest Ferrell, Director 923 Old Bainbridge Road Tallahassee, Florida 32303
Palm Beach Urban League	Mr. Percy Lee, President 1700 North Australian Avenue West Palm Beach, Florida 33407
Pinellas County Urban League	Mr. James Simmons, President 333-31st Street, North St. Petersburg, Florida 33713
Eckerd Family Youth Alternatives, Inc.	Mr. Keith Phillipson 100 North Starcrest Drive P. O. Box 7450 Clearwater, Florida 34618-7450

3.2 Consumer and Homemaking Achievements

Goal: Prepare Students for Competitive World Marketplace

A description of the achievements and results from expending federal funds for consumer and homemaking education follows.

Approximately, 300,000 individuals in over 3,500 programs benefit each year as the result of having been enrolled in consumer and homemaking programs. Individuals develop the knowledge, skills, and attitudes which prepare them for the occupation of homemaking as a result of having been enrolled in consumer and homemaking education programs. Preparation for the occupation of homemaking enables the individual to develop self-esteem, employability skills, and other important job skills while balancing family and work.

Objective(s)	Achievement(s)/Outcome(s)
To provide equipment, supplies, and supportive activities that will result in strengthened consumer and homemaking programs, teachers with better equipped laboratories, students with increased knowledge and skills relating to the family and homemaking, and stronger family relationships	Consumer and homemaking education ancillary funds were used to provide resources to conduct activities related to the program. The priority of strengthening families was established for home economics education and all projects and resources were directed to this priority. Following are achievements of major projects. ♦ Support for specialized activities for staff development was continued at three universities. ♦ Funds were made available to provide ten in-service activities across the state. Over 300 teachers participated. ♦ Revised curriculum program standards were used; over 100 teachers were involved in developing resource materials for instructional purposes.

- Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) member handbooks were distributed to each of the 9,878 members as their chapter affiliated with the State Association.

- Posters, billboards, and displays were distributed to 67 school districts for use with FHA/HERO membership recruitment drives.

- Program Planning Guides and MAPS were completed and distributed for two consumer and homemaking programs/courses entitled Home and Family Management and Life Management Skills.

- A Family/School/Community Partnership model was developed. A system was designed to implement the model at three pilot sites.

- The model Family/School/Community Partnership, which focuses on family involvement in education, has become one of the priorities for education in Florida. Some of the many products available are compilation of activities to be used at the elementary level; a family resource center established at each model site; a video tape, brochures, and displays developed; advisory councils formed; many family-oriented school activities sponsored; and a sport model program developed in which older students helped younger students. Approximately, 4,000 students benefitted from educational activities and services under the partnership model.

- Data collected from the Family/School/Community Partnership model indicated that there was a highly significant program impact in terms of increased academic achievement; increased appropriate, constructive social behavior; decreased need for resources for families in trouble; increased numbers of employable individuals; and increased personal, social, and educational capacity of individuals.

Programs and Support Services in Depressed Areas

Funds were allocated to school districts, community colleges, Indian tribes, and the Department of Corrections. The formula which determined if the local educational agencies (LEAs) was designated as economically depressed gave special weight to handicapped and disadvantaged students. These funds were used to provide equipment, instructional materials, and supplies for more than 200 projects.

Funds were provided to 48 of the 67 school districts, 20 of the 28 community colleges, the Seminole and Miccosukee Indian tribes, and 4 correctional institutions which are located in designated economically depressed areas. Approximately, 27,000 disadvantaged or handicapped students were served as reported by these districts. Curriculum development and personnel development activities were provided to all school districts and community colleges.

Programs and Support Services in Nondepressed Areas

More than 50 grants provided equipment, instructional materials, and supplies for programs. Curriculum, personnel development, research, and support services were also made available to all programs.

There are 19 school districts and 8 community colleges located in non-depressed areas. Programs/courses the provided instruction in family education were--

- Child Development
- Parenting Skills
- Family Living
- Housing and Home Furnishings
- Nutrition and Food Choices
- Personal and Family Finances
- Personal Clothing
- Practical Homemaking Skills
- Principles of Clothing Construction
- Principles of Food Preparation
- Life Management Skills
- Home and Family Management
- Personal Development
- Exploration of the Occupation of Homemaking

Funds were also used for ancillary purposes of curriculum development and dissemination, supportive services, research, and personnel development. These resources supported projects which were planned, developed, and evaluated on a statewide basis of need and served economically depressed areas as well as non-depressed areas.

Achievements in State Leadership

State leadership was provided through technical assistance, conducting program reviews, and reviewing and recommending proposals by four staff members, an administrator, and a secretary. Many of the leadership activities were related to the statewide priority to strengthen family education.

All staff members were involved in the development of the Family/School/Community Partnership model. In addition, staff worked with FHA/HERO to provide leadership training and to organize local, state, and national leadership meetings.

State leadership achievements also included--

- the development and implementation of state rules relating to the credentialing of day care workers required by the Florida Educational Standards Commission;
- the continued development of a leadership network with supervisors and contact persons from districts, community colleges, and universities;
- the initiation of activities related to State Coordinating Council for Early Childhood Services;
- the continuing work of the State Technical Committee for Home Economics Education;
- cooperative activities with professional organizations and other

state agencies working in related areas;

- the implementation of special activities related to the Consumer and Homemaking Education program;
- coordination activities with the development of the pre-kindergarten programs for at-risk three and four year old children;
- the development of appropriate curriculum for consumer and homemaking needs in the area of parenting; and
- participation in the Department of Education task forces and work groups concerning family involvement in education.

APPENDIX A - ENROLLMENT TABLE

OMB NO. 1830-0503
Exp. Date: 12-30-91

ENROLLMENT TABLE

Public reporting burden for this collection of information is estimated to average 48 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information including suggestions for reducing this burden to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1030-0503, Washington, D.C. 20503.

Target	Secondary		Postsecondary/Adult	
Title II	Number in Mainstream Programs	Number in Separate Programs	Number in Mainstream Programs	Number in Separate Programs
Handicapped	11,655	3,592	5,202	893
Disadvantaged (minus LEP)	21,873	565	51,868	5,775
LEP	420	9	3,194	475
Adult[1]	1,498		27,670	
Single Parent/ Homemaker	583		5,872	
Corrections			1,049	
Nontraditional[2] Male	40		396	
Female	432		1,704	
Regular Vocational Education Population[3]	DATA NOT AVAILABLE			
TOTAL TITLE II	40,667		104,098	
TITLE III				
III(A) - CBO	333*		401*	
III(B) - C&HE	125,944*		13,723*	
TOTAL TITLE III	126,277		14,124	
GRAND TOTAL	166,944		118,222	

1/ An "Adult" is a person who has already entered the labor market or who has completed or left high school.

2/ A "Nontraditional" vocational education program or course for a student is one in which the majority (over 50%) of students are of the opposite sex.

3/ A "Regular" student is one who does not meet the definitions of the special populations found in Section 521 of the Act and Section 400.4 of the Vocational Education Regulations.

*Data compiled from 318 forms submitted to the Division of Vocational, Adult, and Community Education, Bureau of Planning, Development, and Evaluation, as of October 25, 1991.

APPENDIX B - EXEMPLARY VOCATIONAL EDUCATION PROGRAMS

The Vocational Education Exemplary Programs section of the report was developed to highlight those programs which have been recognized as superior examples of excellence in education. These model programs have received national/state/or local accolades and in some instances have been replicated by other states.

Specific criteria were developed by the staff of the Division of Vocational, Adult, and Community Education for identification of these programs. The factors used in the criteria for selecting exemplary vocational education programs are as follows:

MINIMUM CRITERIA

All programs must relate to one or more of the following Department of Education goals:

1. Readiness to start school
2. Improved graduation rate and readiness for postsecondary education or employment
3. Improved student performance
4. An enriched learning environment
5. School safety and environment
6. Professional teachers and staff
7. Literacy for all adults

AND

1. Must have been in operation through one complete program cycle (from inception through evaluation)
2. Must document specific student outcomes
3. Must address a specific need
4. Must have well-defined objective(s) which have produced documented, measurable results
5. Must respond to national/regional/state educational goals or mandates of federal/state/local school laws and policies (i.e., Carl D. Perkins Vocational Education Act, Adult Literacy Act, Florida's Adult Education Act, or the Florida Community Education Act)
6. Must have received recognition by viable group(s) or entity(ies) (Examples: National/State/Local Associations, the Commissioner of Education)

OTHER CRITERIA

Must have outstanding characteristics relative to five or more of the following:

- Program effectiveness for one or more of the following indicators (based on comparison of program results with some external standard or other basis of comparison):
  - High attendance rate (example: Program attendance rate of 90% versus 50% school wide attendance rate)
  - Dropout prevention success
  - Dropout retrieval rate
  - Completion/retention rate
  - GED completion rate
  - Placement rate - At least 80 percent
  - Employer satisfaction rate
- Effective recruitment of participants
- Curriculum development which includes applied strategies
- Outcome-oriented student evaluation process
- Needs for a specific target population have been met
- Provision of a wide range of supportive services
- Integration of vocational and academic skills
- Focus on career and educational planning
- Articulation agreements which can serve as models
- Provision for effective transition from school to work
- Employability skills training
- Utilization of high technology instruction
- Inclusion of practices that reduce sex bias and sex role stereotyping
- Provision for quality workplace learning activities
- Quality in-service training for educators
- Provision for replication
- Cost effectiveness
- Parental involvement
- Community involvement
- Business and industry involvement

PERFORMANCE BASED DIPLOMA PROGRAM
Vero Beach Senior High School, Vero Beach, Florida

"The program design, the personnel, and the flexibility make this program successful. These things allow students who have been labeled as failures to succeed both academically and socially."

This program was recognized as exemplary by the Florida High Technology and Industry Council and the Florida Cabinet.

Its activities assisted in achieving the following Department of Education goals:

- Improved graduation rate and readiness for postsecondary education or employment
- Improved student performance
- An enriched learning environment

Program objectives were to provide an educational program that would lead to a regular high school diploma; to promote student success by providing educational services designed to accommodate student learning styles, academic, and affective needs, interests, and special talents; to provide academic experiences which emphasize early and frequent success; to help students develop social problem-solving and vocational skills in order to become productive members of society; and to provide an academically-based vocational program leading to vocational certification.

Students received high school diplomas after successfully completing the program, which included intensive computer assisted instruction, vocational education training, and counseling designed to build self-esteem. Of the 292 students enrolled, 251 completed the program (86 percent). Students selected for the program were below average in academic achievement or progression, were dropouts or had plans to drop out of school, were married, were pregnant, and/or were mothers or fathers.

The program objectives paralleled those of Florida's Dropout Prevention Act. The system of achieving a certain number of credits for graduation has been replaced with performance standards which must be mastered in writing, reading, mathematics, science, social studies, and a vocational area. Academic proficiencies were demonstrated when a student passed the General Educational Development (GED) test. Vocational skills were mastered when a student repeatedly performed the skills mandated by the Florida Department of Education for a particular vocational area and was able to demonstrate employability skills.

Success in academic areas could be partly attributed to the educational partnership established with WICAT, a computer-assisted instruction company. Students used the computer laboratory and were tested to determine their ability levels in each of five areas. Based on the test results, students were given individualized programs tailor-made for their needs. The teacher designed courses of study based on prescriptions presented by the WICAT curriculum for each student. Discipline problems were minimal because students remained on-task. Each student spent three to five hours each week in a small group counseling setting. The teacher/counselor tracked attendance and progress for each student and provided help with school or personal problems. Upon mastering vocational skills, students were provided on-the-job training.

Outstanding Characteristics:

1. Needs for a specific target population have been met

   This program admitted only students who were considered "at-risk" based on the following criteria: the school has been unable to serve the student's needs as evidenced by grades, test scores, or attendance; the student had a grade point average (GPA) below 1.8, credit shortage, or was one or more years behind normal progression; the student dropped out of school or the student's parent/guardian had stated that the student would drop out of school; the student was pregnant, a mother or a father or was married; and the student was interested in pursuing vocational certification. The program addressed the students' academic as well as vocational needs, and the teachers treated students with empathy, warmth, respect, and honesty while helping them face problems immediately and realistically. Group counseling sessions were held to discuss students' academic and personal problems.

2. Dropout prevention success

   Two hundred ninety-two students entered the program in 1990 and 251 (86 percent) completed the program and received high school diplomas.

3. Integration of vocational and academic skills

   The primary goal of this program was for students to earn high school diplomas and to receive vocational education training and counseling. Students met performance standards in writing, reading, mathematics, science, social studies, and a vocational area.

4. Utilization of high technology instruction

   Students' academic success may partly be attributed to computer-assisted instruction provided by WICAT. Individualized programs were tailor-made for their needs. Each student received instruction and practice via computer. Teachers provided individual help and provided instant, positive feedback upon completion of each activity.

5. Focus on career and educational planning

   Vocational education certification was an essential element of the program. Senior students may have elected to receive on-the-job training by becoming apprentices to trades persons in the community, while continuing to work toward certification in vocational area skills. Students were well-prepared to enter initial employment in a specific business or industrial area or to continue their education in the area. Also, the program helped students develop social and problem-solving skills that will help them become productive members of society.

For more information, contact Judith A. Jones, Program Coordinator, 1707 16th Street, Vero Beach, Florida 32960; (407) 778-7062.

BUSINESS OWNERSHIP
Merritt Island High School

"Most people have the desire to be their own boss some day. This program gives students the 'ins and outs' of entrepreneurship."

This program was recognized as exemplary by the Florida High Technology and Industry Council and the Florida Cabinet.

It contributed to the achievement of the following Department of Education goals:

- Improved graduation rate and readiness for postsecondary education or employment
- An enriched learning environment

The objectives were to introduce students to entrepreneurship as a viable career, to provide students with the skills needed to realistically evaluate their potential as business owners, and to develop knowledge and skills necessary to start and operate their own businesses.

By learning about business operations from an owner's or manager's point of view, students gained insight into qualities that would distinguish them as exceptional and valued employees as they began their working careers. Of the 116 students enrolled, 98 completed the program. Of the 98 completers, 68 found full-time employment, 6 entered the military, 14 enrolled in college or trade school, and 10 moved away after completion. There was no formal pre-screening of students, but it was limited to seniors. Any senior who was interested in the program could enroll. The suggested course of study is one school year. Students are qualified for employment after six school months. The assessment of student readiness was based upon teacher observation, employer evaluations, testing results, and the student's consistent adherence to program rules and regulations. After six months of instruction, students began intensive study and participated in the problem-solving and negotiation unit. This unit provided students with valuable practice in human relations. Students participated in role playing where both employee and management points of view were examined.

Students worked in groups and used computers and various audio visual equipment. They created television commercials, made sales presentations, designed business cards and letterhead, created spreadsheets, and prepared resumes. Teachers employed a variety of instructional methods including brainstorming, presentation of case studies, lecture, discussion, guest speakers, assignment of student projects, and business simulations.

Outstanding Characteristics

1. Employability skills training

   Students were given an opportunity to learn about business operations from an owner's or manager's point of view. Students learned that rules, regulations, and accepted procedures exist for a purpose and that one must comply with them in order to be successful in the business world or in life generally. Students realize that classroom rules correlate with rules of business--for example, that employees are to be punctual, dependable and trustworthy. Through role playing, students are faced with business realities such as the importance of ethical practices, the role of competition, and the use of technology.

2. Provision for effective transition from school to work

   Six months after beginning the program, students were evaluated for employment readiness. In addition to teacher observation, testing results, employer evaluations, and adherence to rules discussed previously, the program utilized a software program entitled "Vocational Interest Profile Report." This program, covering 200 specific work areas, was used to create a student interest file. As job openings became available, data from this interest survey were used to match students with appropriate positions.

3. Outcome-oriented student evaluation process

   Students were required to master certain essential business skills. They completed fifteen simulated business projects, created and performed a television commercial, and gave a sales presentation. Students prepared a resume and developed a spreadsheet using a microcomputer. In addition, students had to master business mathematics computations such as mark-up, discount, invoices, and purchase orders. Follow-ups were conducted after the school year to find out how many students found employment, joined the military or went on to college. The instructor reported that at least two students started their own businesses.

4. Focus on career and educational planning

   By their senior year, students are often ready to seriously consider their vocational and educational goals. In this program, students developed skills necessary to be a good employee. Many were employed before they completed the program. The program's objectives led students to define their postsecondary educational goals. Some students attended four-year institutions, while others continued vocational education training at trade or vocational schools. The exposure to the "real business world" that this program provided helped students make important decisions about their lives.

5. Integration of vocational and academic skills

   This program focused on entrepreneurship and business skills and on the relationship between success in school and in the business world. Students improved their mathematics, English, writing, and computer skills in completing the wide variety of assignments.

For more information, contact Jerry Bryant, 100 East Mustang Way, Merritt Island, Florida 32953; (407) 452-1110.

EXPLORING TECHNOLOGY

Blake Jr. High & Sligh Jr. High, Tampa, Florida

"District-level support for this program has been exceptional. Students are excited and motivated to learn; they are actually disappointed when class time has ended."

This program was recognized as exemplary by the Florida High Technology and Industry Council and the Florida Cabinet.

Its activities assisted in achieving the following Department of Education goals:

- An enriched learning environment
- Improved graduation rate and readiness for postsecondary education or employment

The objective of this course was to introduce 7th grade students to the kinds and levels of work performed today and in our future. Florida's Blueprint for Career Preparation states that students must "Demonstrate technological literacy and its application in all subject areas." Laboratory experiences included working with electronics, computers, and the technology systems of communications, production, construction, and transportation, and enabled students to explore the requisites and special skills for careers in our technological world. Laboratory work also offered experiences in organization, functions, evolving technologies, human relations, leadership, and safety.

There has been a serious concern with dropout rates at the middle school level. A primary benefit of this program was that at-risk students who find school uninteresting or unchallenging are typically turned on by the technology education problem-solving approach.

This semester-long program enrolled 555 students in two schools during Fiscal Year 1990-91; 525 of those students (95 percent) completed the program. Through exposure to technological tools and with practical application, students gradually became increasingly technologically literate.

The program included design, engineering, invention, research, experimentation, development and control; a systems approach (i.e., inputs, resources, processes, outputs, monitoring, and control) in the study of the content areas and in the teaching methodologies; relationships to basic academic subjects--especially mathematics and science; problem-solving strategies requiring identification of technological problems, data gathering and synthesis, decision-making, and evaluation; and industry and technology emphasizing general knowledge, manipulative performance, and values identification.

Outstanding Characteristics

1. Employability skills training

   This program served as an introduction to vocational education programs for 7th graders. It prepared students to think and to solve problems as they learn. It also familiarized students with the qualities of a good employee, and what will be expected of them in the world of work.

2. Utilization of high technology instruction

   Computer applications were central to the operation of this program. Technological systems were presented in electronics, robotics, lasers, CNC machines, desk top publishing applications, power and energy, manufacturing, and graphic communications including computer assisted drafting (CAD) and design.

3. Integration of vocational and academic skills

   Problem solving has proven to be an effective technique for teaching critical thinking skills and fostering creativity in students by allowing for the application of knowledge gained by students in their academic subjects. Technology education has proven to be a means for integrating many content areas into an activity oriented, highly motivating curriculum relevant to work experiences.

4. Focus on career and educational planning

   Exploring Technology served as an introduction to vocational educational programs at the high school or postsecondary level and often led students to further technical training or to continue other postsecondary education. The program stressed the importance of keeping pace with a rapidly changing technological society and to realize that education is a life-long process.

5. Outcome-oriented student evaluation process

   This program was centered around student performance standards. At the onset, students were provided with a list of objectives which were checked off as each was mastered. By the end of the program, 90 percent of the students successfully completed all of the objectives.

For more information, contact Wayne Canady, Blake Jr. High, 1125 Spruce Street, Tampa, Florida 33607; (813) 253-0655; or Frank Johnson, Sligh Jr. High, 2011 E. Sligh Avenue, Tampa, Florida; (813) 239-1116.

CUSTOM GARMENT MAKING

Palm Bay High School

This program was recognized as exemplary by the Florida High Technology and Industry Council and the Florida Cabinet.

Its activities assisted in achieving the following Department of Education goals:

- An enriched learning environment
- Improved graduation rate and readiness for postsecondary education or employment

The Custom Garment Making program was designed to prepare students for initial employment as garment makers, sewing machine operators, garment fitters, tailors, and custom sewers. Of the 120 students enrolled in the program, 117 completed, and most students went on to postsecondary study. A few students worked part-time in related employment areas during their secondary training and postsecondary study. The suggested course of study included three courses in a two-year period. Students are qualified for full-time employment after completing all three courses.

Students researched current prices and performed basic alterations on garments; used market research and creativity to develop, advertise, produce, market, and evaluate a product; constructed 12 window displays per year; completed all advertising, programs, set construction, line-up, music and modeling for a fashion show; prepared a resume, cover letter, job application, and follow-up letter; developed flyers, posters and other ways to advertise the program. Students made six garments, including their prom gowns.

Outstanding Characteristics

1. Dropout prevention success

   The dropout rate for Palm Bay High School was 7 percent. The dropout rate for the Custom Garment Making program during Fiscal Year 1990-91 was only 3 percent.

2. Focus on career and educational planning

   This program prepares students for initial employment in the garment industry. After completion, the majority of the students went on to postsecondary study. A few students worked part-time in related employment areas during their secondary training and postsecondary study. Students are qualified for full-time employment after completing all three levels of the Custom Garment Making program.

3. Employability skills training

   The benefits were not limited to the specific clothing skills students gained in Custom Garment Making, but also related to other areas necessary for a productive life. Working on individual projects developed responsibility, decision making, consumer skills, and time and money management skills. All students were required to learn basic job skills such as writing resumes and cover letters, completing an application, interviewing techniques, and writing follow-up letters. The experience and training in employability skills has been beneficial to all students, whatever profession they pursue. Also, skills in organization, confidence and leadership were developed.

4. Provision for effective transition from school to work

   Some students found part-time employment while in the program or during their postsecondary education. Of the 13 completers, 10 (or 77 percent) were placed in employment.

5. Outcome-oriented student evaluation process

   Students were required to finish six garments during the year. The students researched current prices, conducted market research, developed, advertised, produced, and evaluated their products. The students learned window display techniques and constructed 12 displays a year. Students completed all the advertising, programs, set construction, line up, music, modeling, and other activities necessary to produce a fashion show.

For more information, contact Jean Schack, Program Supervisor, 1 Pirate Lane, Melbourne, Florida 32901-8699; (407) 723-3031.

WORK EXPERIENCE PLUS
Sarasota County Schools

"The cooperation between students, parents, and school personnel really made this program work. Together, we take a troubled teenager and turn him into a successful, confident adult."

The groups that recognized this program as exemplary were the Florida High Technology and Industry Council and the Florida Cabinet.

The program assisted in achieving the following Department of Education goals:

- Improved graduation and readiness for postsecondary or employment
- Improved student performance
- An enriched learning environment

The objectives were to motivate "at-risk" students to remain in school and earn a high school diploma, and to provide students with the employability skills needed to obtain and maintain successful employment in the community.

This program addressed the needs of retained 8th grade students identified as "at-risk". The program provided the students with remedial language and mathematics, instruction in employability skills, career information, strategies to improve self-concept, and compensated on-the-job training. Students received individualized attention, understanding, and counseling resulting in an improved attitude toward themselves, peers, teachers, employers, and community.

Students were placed in a self-contained 9th grade class. Their language arts and mathematics needs were assessed by Tests in Adult and Basic Education (TABE), and remediation was conducted with the help of computer-assisted instruction. Students performed at their own pace on their own level. Students worked part-time to remain in the program.

Eligibility was determined by expressed parent or student interest, and students must have met 2 of the following 5 criteria: (1) grade point average (GPA) of 1.5 or less; (2) 2 or more stanines below ability level in 2 or more academic areas; (3) Scholastic Aptitude Test (SAT) had not been mastered; (4) retained previous year or retained 2 or more times; (5) current attendance patterns of 20 percent absences or more. A contract was signed by students and their parents, and parents also had to sign an agreement to cooperate and to assist school administration in implementing the program. Of the 30 students entering the program, 26 completed it.

Daily, weekly, and monthly progress was monitored in a detailed computer program. These progress reports were compared with the pre-test data. Of the 26 students who completed the program, 22 of them (85 percent) improved in basic skills. Comparisons were also made of students' attitude and attendance upon entering the program. Successful vocational placement was evaluated by using time cards and employer evaluation forms for on-the-job performance. Classroom grades earned by each student in the employability skills series reflected attainment of the state student performance standards required for successful completion of this course.

Teachers assisted students in obtaining employment in local businesses and industries based on their unique interests and abilities. CHOICES Jr., a software program, was utilized to help students make career choices.

Outstanding Characteristics

1. Needs for a specific target population have been met

   This program was designed to reach retained eighth grade students identified as "at-risk".

2. Integration of vocational and academic skills

   Eighty percent of the students in this program increased basic skills levels in language arts and mathematics by comparing pre- and post-test data. The students worked part-time in order to remain in the program. Realistically, there are students who will not earn a high school diploma. For these students, the goal is provide them with the skills necessary to obtain and maintain successful employment.

3. Focus on career and educational planning

   The primary goal of the program was to motivate students to remain in school and to earn a high school diploma. The program also provided students with the employability skills needed to obtain and maintain successful employment in the community.

4. Employability skills training

   The vocational work experience teacher provided classroom assistance in necessary employability skills focusing on thinking skills, positive attitudes and work habits, and mastery and application of a concept.

5. Utilization of high technology instruction

   Computer assisted instruction was supplied on C.D. ROM by Educational Systems Corporation. The software provided state-of-the-art computer technology in offering choices to accommodate individual student needs, and offers teachers a management system. CHOICES, Jr. software was also used for career planning.

For more information, contact Judy Rogers, Supervisor, Secondary Vocational Programs, 2418 Hatton Street, Sarasota, Florida 34237; (813) 953-5000, Ext. 513.

MARKETING AND DISTRIBUTIVE EDUCATION
East Bay High School

"Strong support from the school administration, district staff, school alumna, parents, and the business community is the key to this programs success."

The groups that recognized this program as exemplary were Florida High Technology and Industry Council and the Florida Cabinet.

The program assisted in achieving the following Department of Education's goals:

- Improved graduation rate
- Readiness for postsecondary education or employment
- An enriched learning environment

The purpose of the program was to prepare students for a career in marketing, provide on-the-job training, and encourage postsecondary education.

Special needs were addressed in this program as students prepared for employment. A large percentage of students that participated find employment after graduation--75 percent of these work while attending an institution of higher learning.

Students entered Marketing I their junior year, and Marketing II and On-the-Job (OJT) Training their senior year. Distributive Education Clubs of America (DECA) served as an instrument to enhance class instruction and provided experiences in developing leadership skills, vocational understanding, social poise, and an awareness of our civic needs. The students completed many marketing projects such as: preparing football programs; participating in fund raisers; planning, organizing, and promoting a fashion show; and operating the school bookstore. In carrying out these projects, the students used a printing press, computers and computer software, a typewriter, calculators, a television, a VCR, a button-making machine, a display window, and mannequins. Through class instruction, students gained knowledge in economics, mathematics, retail merchandising, retail operations, salesmanship, product and service technology, sales promotion, human relations skills, employability skills, leadership skills, marketing careers, entrepreneurship, and computer technology.

Of the 50 students entering the program, 46 completed it, and all 46 participated in Distributive Education Clubs of America (DECA). Participants were selected on the basis of their application, teacher references, and an interview by the program supervisor. Eligibility was based on favorable references, good attitude, willingness to participate, and acceptable grade point average (GPA).

On-the-job training is an important support service which allowed students to work in entry level marketing positions part-time. Students had certain requirements to fulfill, but received wages, school credit, and valuable experience in return.

Outstanding Characteristics

1. Dropout prevention success

   The dropout rate in the school is approximately 7 percent. No students have dropped out of this program for the past several years.

2. Effective recruitment of participants

   In order to recruit students, teachers made presentations to every social studies class, and distributed information sheets and applications to every student. After securing two teacher references, students who return the applications were then interviewed, and were chosen based on their behavior (as described by their references) and GPA.

3. Focus on career and educational planning

   Of the 46 students who completed the program during the Fiscal Year 1990-91, 11 were employed full-time after graduation (25 percent), 32 worked full or part-time while attending a postsecondary institution (70 percent), and 3 attended a postsecondary institution and did not work. All students were strongly encouraged to attend a postsecondary institution--a university, community college, or vocational technical center.

4. Provision for effective transition from school to work

   Through an on-the-job training program, students worked part-time, received wages, school credit, and valuable work experience. Most of these students had an agreement with the company that they would be hired full-time after graduation. Ninety-three percent of the students are hired in either full-time or part-time positions after graduation--the majority of these while attending a postsecondary institution.

5. Employability skills training

   Through this program, students learned human relations skills, employability skills, and leadership skills. Through participation in DECA, students gained an understanding of the work world, developed social skills and poise, and gained an awareness of community needs and citizenship. Through the OJT program, the students received useful work experience.

For more information, contact Janet Richards, Teacher, 7710 Big Bend Road, Gibsonton, Florida 33534; (813) 677-9124.

ENCORE! PROGRAM FOR SINGLE PARENTS AND DISPLACED HOMEMAKERS
Charlotte Vocational Technical Center

"Two individuals who learned of the accomplishments of the ENCORE! program have expressed their appreciation in creative ways.

- *A woman who read about the program in her local newspaper was so impressed that she named the program as a beneficiary in her will.*
- *A local businessman, touched by the way in which womens' lives were turned around, donated valuable stock certificates to the program."*

This program was recognized as exemplary by the following: Charlotte Vocational Technical Center General Advisory Board, Zonta Club of Port Charlotte-Punta Gorda, Charlotte County Medical Society and Auxiliary, and the Florida Education and Employment Council for Women and Girls.

Its activities assisted in achieving the following Department of Education goals:

- Readiness to start school
- An enriched learning environment
- Improved student performance
- Literacy for all adults

ENCORE! is targeted to meet the needs of single parents and homemakers who are involved in vocational education training. It specifically addresses the support services needed by the target group to enter and remain enrolled in a vocational training program.

Three key program objectives were to provide comprehensive vocational assessment and career exploration opportunities, to enroll participants in high-wage (at least $6.50 per hour) vocational training, and to teach employability skills necessary to obtain employment independently.

Program operation was not complex. Charlotte Vocational Technical Center and the program coordinator participated in an active, ongoing recruitment program. The coordinator made a comprehensive assessment of individual needs and established a plan of assistance which included referral to community and service agencies, application for federal financial aid, or special assignments for remedial study in basic skills. Contact was maintained with students throughout enrollment, and they were tracked after graduation through placement/follow-up surveys.

Every single parent on campus was eligible to participate in the general program services even though not all of them were eligible for financial assistance. Tuition, child care, and transportation payments through the ENCORE! grant was available only to those students who were in nontraditional or high-wage programs. Other sources of financial assistance were available at Charlotte Vocational Technical Center to non-qualifiers who needed help. During the 1990-91 school year, 140 students received support services through ENCORE!

The program coordinator was active in the Florida Vocational Education Equity Association and participated in the planned staff development workshops. During the year, the entire Charlotte Vocational Technical Center faculty participated in "Investment in Excellence" training.

The most outstanding program achievement was that ENCORE! met the goal of placing single parents/homemakers into high-wage vocational training programs. Individual student achievements were numerous. Whether it is a successful mock interview, a high grade on an examination, a typing assignment with no errors, or the satisfactory resolution of a family crisis, ENCORE! students are continually growing and emerging as strong contributors to the work force.

Outstanding Characteristics:

1. Needs for a specific target population have been met

   ENCORE! targeted single parents and displaced homemakers who were recruited, counseled, and ultimately enrolled in vocational training programs. Provision for child care, transportation, and tuition assistance was available for each student.

2. Career and educational planning

   A complete vocational assessment program was offered. Nontraditional and high-wage careers were emphasized and career shadowing was required. Students developed career goals based on these activities.

3. Employability skill training

   Students followed a rigorous employability skills program including job seeking and keeping skills, practice in completing applications and resumes, and participating in mock interviews. Incorporated into each vocational training program was an employability skills grade identifying 20 separate skills. Each student was evaluated every 9 weeks on employability skills.

4. Cost effectiveness

   Funds contributed to the program paid off, not only to the participants but also to the local and state economic community. When participants entered the program, their average family income level was only about $5,000 per year.

Upon leaving the program and securing full-time employment, this average salary escalated to $14,200--a 184 percent increase.

5. Inclusion of practices that reduce sex bias and sex role stereotyping

   Elevating the status of women is one of the important focuses of ENCORE! Most of these students had experienced the "low's" of life and their self-esteem had suffered as a result. Through discussions, role modeling, literature, videos, posters, and displays students were constantly exposed to the opportunities available for them regardless of their sex.

For more information, contact Roseann K. Samson, Director of Vocational Education,
18300 Toledo Blade Boulevard, Port Charlotte, Florida 33948-3399; (813) 629-6819

NONTRADITIONAL CAREER AWARENESS AND TRAINING:

Valencia Community College

"We know this program has been successful when students who were formerly dependent upon the income of another person or were on state assistance are now able to support their families and are tax-paying contributors to the community."

This program was recognized as exemplary by the American Association of Women in Community and Junior Colleges.

Its activities assisted in achieving the following Department of Education goals:

- Readiness to start school
- Improved student performance
- An enriched learning environment
- Professional teachers and staff

The goal of this program was to recruit, enroll, and retain female students in high-wage vocational training programs which were nontraditional for their gender. This was accomplished by focusing on these seven measurable objectives: (1) recruit 75 women into nontraditional training or employment, with a minimum of 25 receiving financial assistance; (2) in partnership with Mid Florida Technical Institute in Orange County, present a workshop for female high school students on the opportunities in nontraditional careers; (3) to conduct staff development training to counselors, vocational instructors, and administrators to decrease gender bias and sex-role stereotyping; (4) to present nontraditional career exploration modules to 120 females; (5) to provide individual counseling to 50 females on traditional training programs, labor market information, financial aid, and community role models; (6) to assemble and facilitate an active advisory board to assist in program planning and provide on-going evaluation of the program's effectiveness; and (7) to conduct nine tours at local vocational technical schools for 50 students in cooperation with the Orange County Equity program.

Data collected from Florida Occupational Information System (FLOIS), show that 70 percent of women between the ages of 20 - 44 are in the labor force. In Florida, at least 95 percent of the 100,000 individuals living in poverty and receiving state assistance are female heads of household. The state's divorce rate is the fifth highest in the nation. The need for women to rise above low-paying, dead-end jobs is crucial not only to their own self-sufficiency, but also to the state's economy. The need for this program and others like it have been determined through research of region demographic data and employment figures provided by Florida's Department of Labor, Region 6 (East Central Florida) and the FLOIS figures noted previously.

In Fiscal Year 1990-91, 565 individuals received services. Of that total number, 75 females were enrolled in high-wage nontraditional vocational training programs. Additionally, it is estimated that 1,300 individuals were contacted or impacted by community service activities and marketing efforts that are not outlined in the measurable objectives.

Each individual who desired to pursue vocational training through the nontraditional program completed an individual interview with the project coordinator (to discuss occupational goals and educational background) and completed a financial statement which was used to determine the applicant's eligibility for financial assistance. Career and academic assessments were administered prior to an agreement to fund any student. This allowed for any academic deficiencies to be corrected before entrance into an Associate of Science (A.S.) degree. Finally, the students were required to write an essay about their occupational goals and to demonstrate their commitment to completion of an educational program.

The support services provided included pre-enrollment academic testing, career assessment, individual counseling and academic advising, financial assistance for tuition and books, support meetings for women in nontraditional vocational training programs, contact with role models, and referrals for housing and child care when appropriate. Specific program achievements included a 42 percent enrollment rate of all those individuals who received initial counseling services.

Sex Equity training modules were presented to 95 percent of the college's counselors and 62 percent of the vocational instructors in the technical and engineering-related program areas. The training sessions were designed to increase the awareness of sexism which often limits women and hinders their full earning potential.

Outstanding Characteristics:

1. Needs for a specific target population have been met

   By enrolling 75 women into nontraditional training leading to an A.S. degree, this program significantly impacted the future earning potential of each student and improved her family financial circumstances.

2. Provision of a range of supportive services

   Services to students included financial help with tuition and textbooks, individual counseling, support groups, and career assessment. Services covered students' needs from pre-enrollment through graduation and transition to the workplace.

3. Provision of effective transition from school to work

   Major employers in the community provided information to female students about career opportunities in high-wage jobs and offered training in interviewing skills. Transition from school to work was facilitated by the involvement of role models in nontraditional jobs.

4. Business and industry involvement

   Members of the program's advisory board and other representatives from business and industry assisted the program's support group by offering time and expertise to the program coordinator and participants.

5. Quality in-service training for educators

   Thirty-nine counselors and faculty members participated in training modules designed to reduce sex bias and to promote equity. Throughout the program cycle, the coordinator provided written materials on the benefits of nontraditional job training and on how to incorporate gender-neutral language into everyday use.

For more information, contact Vera Poitier, Director, Extension Centers, Post Office Box 3028 (5-1), Orlando, Florida 32802; (407) 628-1976.

APPENDIX C - INDEX

A
Access Data Base, 55
Administrative Competency Development Consortium, 62
Adults in Need of Training and Retraining, v, 30
Agriculture Centers of Emphasis, 75
American Association of Vocational Instructional Materials, 63
Assessment of Instruction, vi, 3, 50
Automotive Centers of Emphasis, 75

B
Blind Services, Division of, 76
Business Requirements, 53

C
Career Development, 54, 55, 57, 58
Career Development/Economics Education, 57
Career Guidance and Counseling, vi, 3, 24, 53, 55
Career Information Delivery System (VIEW, CHOICES, CHOICES Jr.), 57
Community College Division, 76
Community-Based Organizations (CBOs), vii 87
Computer Integrated Manufacturing, 60, 77, 78
Consortium Fees, 62
Consumer and Homemaking Achievements, 91
County Education Profiles, 56
Curriculum Development, vi, 3, 58, 72, 93, 94, 100

D
Department of Corrections, 35, 93
Department of Labor - Florida Occupational Information System (FLOIS Data), 80
Disadvantaged, v, vi, vii, 3, 4, 14, 15, 16, 17, 18, 19, 20, 21, 22, 28, 31, 49, 50, 54, 69, 70, 93, 98

E
Enrollment Table, 97, 98
Equipment, vi, 3, 6, 9, 10, 30, 31, 32, 45, 49, 50, 64, 74, 78, 89, 91, 93, 94, 104
Exemplary Vocational Education Programs, 4, 77, 99
Expanded Vocational Programs, 49

F
Florida Constructive Youth Program, vi, 70
Florida Educational Information Service (FEIS), 71
Florida Occupational Information System (FLOIS), 80, 120
Florida Vocational Journal, 67, 73
Formula Allocations, 30

H
Handicapped, v, 3, 4, 5, 30, 49, 50, 53, 69, 93, 98
High Technology and Industry Council, 77, 101, 104, 107, 109, 111, 114

I
In-service Institute, 66
Industry Services, 33, 34, 56
Information Requests, 56
Interagency Personnel Project, 73

J
Job Training Partnership Act (JTPA), 18, 33, 40

L
Limited English Proficient (LEP), 23, 49, 54

M
Master In-service Plan for Vocational Educators, vi, 66
Model Degree Program, 67

N
New Vocational Programs, 49
Nontraditional Programs (Sex Equity), 42, 55

P
Personnel Development, vi, 3, 32, 39, 44, 65, 89, 93, 94
Program Improvement, vi, 3, 51, 55, 70

R
Regional Coordinating Councils, vi, 3, 81

S
Sex Equity, 41, 42, 44, 55, 121
Single Parents and Homemakers, 37, 38, 39, 40, 117
Southern Regional Education Board (SREB), 15, 62, 64
Special Programs, vii, 87
Staff Development for DVACE, 69

S (continued)
Statewide Pilot Project Coordination, 61
Student Completion Study, 80
System for Applied Individualized Learning (SAIL), 19, 20, 27, 28, 59

T
Teacher Education Model, 68
Teacher Educator Supportive Services, 65
Technical and Professional In-service Workshops, 65
Technical and Professional Updating, 65
Technology Education Lab/Southern Regional Education Board (SREB), 64
Test Item Bank Development Project - Florida State University, 52
Truck Driver Training, vi, 64

U
University of South Florida High Tech Emphasis Centers, 74

V
Vocational Business Exchange, 66
Vocational Education Opportunities, v, 3, 5, 6, 10
Vocational Education Program Improvement, Innovation, and Expansion, vi, 55
Vocational Evaluation Center, 69
Vocational Programs Dropped, 50
Vocational Quality Assurance, 79
Vocational Student Organizations (VSOs), 82
Vocational Student Test Administration Project - Santa Fe Community College, 50
Vocational Technical Education Consortium of States (V-TECS), 63

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

AD 428 BK 92